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교육학석사학위논문

The Efficacy of Collaborative Dicto-comp
Instruction for Korean EFL High School
Students' Writing Development:
Product, Process, and Perception

상호협력 디토크프 수업을 통한 한국 고등학교
학생들의 영어 쓰기 발달: 결과, 과정, 인식을 중심으로

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The Efficacy of Collaborative Dicto-comp
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ABSTRACT

The Efficacy of Collaborative Dicto-comp Instruction for Korean EFL High School Students' Writing Development: Product, Process, and Perception

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The present study devised a dicto-comp instruction featuring peer interaction and individually customized teacher feedback to promote both L2 learning and writing development, based on the theoretical framework of Sociocultural Theory (Vygotsky, 1978), Focus on Form (Long, 1991), and Output Hypothesis (Swain, 1985). Through the implementation of dicto-comp instruction, the study seeks to investigate how it affects Korean EFL high school students' writing development, how their interactional patterns change over time, and finally how they perceive its efficacy in relation to their L2 writing improvement.

The participants, nine 11th graders divided into three groups, performed 12 dicto-comp tasks over one semester. This study draws on the data from a) 12 dicto-comp texts and pre-post writing tests, b) transcribed collaborative dialogues, and c) pre-post surveys and interviews. To explore the first research question, the dicto-comp texts and the pre-post tests were quantitatively analyzed in terms of fluency, accuracy, and complexity. Along with that, the rating results of four

writing sections in the pre-post tests were additionally discussed. For the second research question, students' group talk was classified into types of episode units by using NVivo 10.0 for quantitative and qualitative analysis. Finally, salient features regarding the students' perceptions of dicto-comp instruction were addressed to answer the third question.

The current study elicited the following findings. First, regarding the three measures of writing quality, it was revealed that students' fluency greatly increased both in the dicto-comp texts and the pre-post tests, whilst a trade-off effect intervened between accuracy and complexity in both as well, but in the opposite way. In relation to the four writing components, there were significant gains in the post-test in the areas of task completion, content, organization, and language use.

Second, concerning the quantitative analysis of collaborative dialogues, there was a remarkable increase in the total number of episode units between Time 1 and 4, and writing and substantial talk were the most prevalent throughout the instruction. Additionally, the proportion of both procedural and substantive talk decreased overall as the instruction proceeded, whereas that of writing talk noticeably increased over time. Regarding the inquiry into language-related episodes (LREs), it was shown that students resolved most of the LREs as a result of their interaction and the most recurrently produced LREs were form-focused LREs, followed by lexis-focused, mechanics-focused, and discourse-focused LREs. Furthermore, the number of correctly resolved LREs rose up to more than 90 percent at Time 4. As for the qualitative analysis of students' interaction, four

salient features were identified: 1) reflecting feedback from writing conferences, 2) expressing a desire to write their own version, 3) developing a repertoire of meaning-making tactics, and 4) exhibiting goal setting on writing quantity.

Lastly, with respect to the third research question, the participants perceived that the appealing contents of TED Talks not only triggered their intellectual curiosity towards a particular subject but also fueled a desire to improve their English. They also reported that ample writing experiences through dicto-comp tasks strengthened their confidence in English writing and increased their awareness of language use and organizational structure.

The results of the study revealed that the present dicto-comp instructional model characterized by intriguing listening stimuli, peer scaffolding, and customized teacher feedback greatly helped the students to produce a text more fluently, accurately, and coherently. It is expected that such findings provide insights into the development of writing methodology applicable to the Korean EFL context.

Key Words: dicto-comp, collaborative writing, TED Talks, peer interaction,
language-related episodes, L2 writing development

Student Number: 2012-21379

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CHAPTER 1.

INTRODUCTION

This chapter begins with the purpose of the study with a brief description of the contextual background that prompted the present study (Section 1.1). In the following section, three research questions are specified to explore the efficacy of collaborative dicto-comp instruction for Korean EFL high school students' writing development (Section 1.2). The last section guides the overall organization of the present thesis (Section 1.3).

1.1. The Purpose of the Study

With innovative technological breakthroughs in the Internet and the mobile environment that have swept the entire world, more and more EFL learners are engaging in the daily use of digitally-mediated written communication in English (e.g., emailing, SNS messaging/posting, blogging) for social relations, study, and business. Given this global context, it is generally acknowledged that Korean English teachers' interests and efforts should now be directed to the development of effective writing tasks applicable to diverse EFL educational contexts to elicit students' L2 writing improvement. As is well known, however, writing instruction has to date received relatively little attention in Korean EFL classrooms, compared to other areas of English (Ahn, 1995; Lee, 2007; Park, 2007). In Yang and Shon's (2009) investigation of the current English writing education in Korean secondary

schools, 60% of the surveyed teachers responded that their writing instruction accounted for 5% of the entire class. Furthermore, it was revealed that 4% of the teachers did not try writing instruction at all. Similarly, Shim (2009) discovered that approximately 62% of the teachers interviewed felt that writing was the most difficult area of teaching. Such Korean English teachers' lack of confidence in teaching writing, in turn, led to their reading-oriented instruction practice.

Particularly, high school English classes have placed a great emphasis on developing students' receptive skills such as reading and listening, highly affected by the Korean testing system (Lee & Shim, 2011). In addition, most of the writing exercises in Korean English textbooks are presented in the form of either sentence-level translation or guided writing with a particular focus on the correct use of grammar and lexis, thus not only restricting learners' meaning-making process but also leading students to perceive writing itself as boring. Taking these Korean EFL contexts into consideration, it is essential to search for new and better ways to integrate all four skills of English into writing instruction as well as to increase students' motivation to write.

As an alternative writing platform, the present study attempts to implement 'dictation-composition (dicto-comp¹ henceforth),' a newly adapted version of the existing writing task 'dictogloss.' Simply put, dicto-comp is an activity in which

¹ The researcher uses 'dicto-comp' instead of 'dictogloss' to name the writing task employed in the current study. Despite the similarity in basic procedures between the two, the present dicto-comp tasks were modified to facilitate students' meaning-making as well as their language awareness, emphasizing compositional aspects of the activity. In Section 2.1, the detailed operationalization of dicto-comp will be discussed with the features that differentiate it from 'dictogloss.'

learners hear a certain text and work collaboratively to reconstruct its content in their own words. There are several benefits of applying dicto-comp to Korean EFL classrooms. First, dicto-comp is a writing exercise that incorporates four skills of English (MacKenzie, 2012). During dicto-comp, students are asked to listen to what teachers read or other types of auditory materials (listening) and interact with their peers orally in the text reconstruction stage (speaking). They then produce the co-constructed text (writing) and finally evaluate their version by reading the original (reading).

Second, dicto-comp allows for diverse types of authentic materials such as novels, news, and movie scripts (Waltermire, 2008). As an in-service teacher, I have noticed that students are more motivated by listening to authentic materials rather than manipulated listening comprehension questions for test preparation. This is also supported by Field's (1998) claim that L2 learners need to practice extracting meaning from real-life utterances.

Third, contrary to traditional dictation drills that place a heavy emphasis on exactly reproducing the original text, dicto-comp allows students to experiment with different words, forms, and structures. As pointed by Ilson (1962), dicto-comp can be utilized as an exercise for either dictation or composition, depending on how teachers vary the extent to which students' texts should be paraphrased. In the present dicto-comp instruction, students are required to reconstruct the original text in their own words. This leads students to actively engage in the process where they need to draw on their prior knowledge, to fill the linguistic and semantic gaps they face while reconstructing a text (Prince, 2013).

Lastly, dicto-comp promotes a collaborative learning environment, providing learners with comprehensible input, output, and feedback, which are necessary elements for language learning (Ellis, 2004; Nabei, 1996). It is crucial that English instructional techniques should involve language learning, particularly when it comes to writing instruction in EFL settings. In this regard, the present dicto-comp task can help Korean EFL teachers who are facing a double challenge, that is, facilitating students' language awareness and at the same time developing their writing skills.

Many researchers have addressed the efficacy of implementation of dicto-comp tasks in L2 classrooms (Al-Sibai, 2008; Garcia & Asención, 2001; Kim, 2008; Kuiken & Vedder, 2002b; Storch, 1998; Vasiljevic, 2010; White, 2011). Their primary focus, however, has been placed on the impact of dicto-comp on listening comprehension (Garcia & Asención, 2001; Vasiljevic, 2010), vocabulary enhancement (Kim, 2008; White, 2011), or grammar acquisition (Al-Sibai, 2008; Kuiken & Vedder, 2002b; Storch, 1998), not writing performance. Particularly, very few studies (Oh & Min, 2011) have addressed how Korean high school students would benefit from the use of dicto-comp to enhance their writing skills.

Furthermore, although there have been several research attempts to explore the beneficial effects of dicto-comp on L2 writing development, most of them have focused on measuring a statistical significance in differences between the pre- and post-writing output, rather than examining the students' writing process. Putting it more specifically, they either adopted a cross-sectional design (Kuiken & Vedder, 2002a) or assigned group variables such as proficiency, task types, and the number

of members for quantitative comparative analysis (García Mayo, 2002; Jin, 2013; Oh & Min, 2011). They thus lack in-depth descriptions and explanations of how students take part in meaning-making processes, how their interactional patterns change over time, and which aspects of collaborative dicto-comp promote learners' writing development.

Given the abovementioned research gap and values of incorporating dicto-comp into L2 writing instruction, the present study aims to investigate Korean high school students' English writing development through collaborative dicto-comp tasks using TED Talks, with a particular attention to exploring changes in the students' writing performance over the course. Additionally, this study seeks to examine the nature of students' interaction in the reconstruction stage of dicto-comp to see how collaborative work might contribute to the change in writing quality of the students' dicto-comp texts. Finally, it is to be discussed how the participants perceive the efficacy of dicto-comp instruction for their L2 writing development.

1.2. Research Questions

This study introduces a dicto-comp instruction model which was devised not only to maximize students' negotiation in meaning and language learning through peer collaboration but also to develop their L2 writing ability. The following research questions are formulated to investigate the impact of dicto-comp instruction on Korean EFL high school students' writing enhancement, in terms of

their written product, interactional process, and perceptions.

- (1) How does collaborative dicto-comp instruction affect Korean EFL high school students' writing development?
- (2) How do the students' interactional patterns change as dicto-comp instruction progresses?
- (3) How do students perceive the efficacy of the present dicto-comp instruction in relation to their L2 writing development?

1.3. Organization of the Thesis

The present study is organized as follows. The first section clarifies the purpose of the study and research questions, addressing the current writing practice in the Korean EFL context. The second section reviews the literature that justifies the use of dicto-comp and TED Talks as well as the LRE (language-related episode) analysis for examining writing process. In the third section, there will be a detailed description on methodology including participants, materials, procedures, data collection, and data analysis. This will be followed by the fourth section that reports on the results of the study with reference to the three research questions. Finally, the fifth section summarizes the major findings with a brief discussion of pedagogical implications and suggestions for further study.

CHAPTER 2.

LITERATURE REVIEW

This chapter is dedicated to an in-depth review of the existing literature² that can contribute to validating the efficacy of the present dicto-comp instruction for L2 writing development. Section 2.1 provides an operationalized definition of dicto-comp, and Section 2.2 describes the rationale of using TED Talks as listening stimuli for dicto-comp tasks. Section 2.3 then elaborates on how dicto-comp featuring peer scaffolding through collaboration can boost language learning. In Section 2.4, there will be an overview of the research that has analyzed language-related episodes to examine L2 writing process. Finally, Section 2.5 introduces the empirical studies that have illuminated the effects of dicto-comp on L2 writing skills.

2.1. Operationalizing the Definition of Dicto-comp

To fully understand the nature of the current study, it is necessary to examine what dicto-comp refers to. Dicto-comp is literally a writing exercise that combines a dictation with a composition. It was designed to stimulate students to express the ideas in a text in their own words, rather than memorizing the accurate wording

² The current dicto-comp was specially adapted to maximize students' meaning-making process, unlike the existing dictogloss. However, given that dicto-comp has been interchangeably used with dictogloss in most SLA literature, this study reviews the related research that addresses dictogloss as well, if it involves a collaborative writing process for text reconstruction.

and structures like a traditional dictation (Nation, 1991). The dicto-comp exercise was first introduced by Ilson (1962) and elaborated upon by Riley (1972). In SLA literature, dicto-comp has been regarded as another name for its more prevalent term 'dictogloss.' Despite some modifications, the basic procedure of the present dicto-comp was mostly adopted from that of dictogloss. Typically, dictogloss consists of four procedures: preparation, dictation, reconstruction, and analysis with correction (Wajnryb, 1990). First, in the preparation stage, the instructor provides learners with a topical warm-up and an overview of the vocabulary that appears in the text. Then, a short text that contains target forms is read out twice at normal speed. The first time, students just listen to obtain an overall idea of the contents, and they are allowed to take notes of some key words when the text is read out the second time. After listening, they work in pairs or groups to reconstruct the original text based on their shared resources. In the final phase of dicto-comp, students compare their reconstruction with the original followed by the instructor's feedback.

A variety of modifications have been made to dictogloss by some researchers in order to adjust it to the teaching conditions and students' needs. It was observed that most of the modified version aimed at reproducing an exact copy of the original text from memory, as in Wajnryb's (1990) 'grammar dictation,' a type of dictogloss that was designed to instruct certain grammatical points such as passives and participles. The primary focus of the present dicto-comp, however, lies in encouraging students to produce a comprehensible text reconstruction, similar to the study of Kleinmann and Selekman (1980), rather than fostering their

auditory memory expansion.

The following two features of the present dicto-comp differentiate it from other types of dictogloss. First of all, the listening input is not the teacher's oral reading of a short text but an extract from authentic TED³ Talks. During a conventional dictogloss task, it is possible for students to create a text solely from their memory, since they are normally afforded a very short auditory material at a slow rate of speech. In the process, students' attention is drawn more to discriminating sounds and forms rather than meaning. On the contrary, while listening to TED Talks, a longer register with a faster rate of speech, students naturally come to concentrate on the overall propositional meanings and the flow of the content, because the limited capacity of their working memory⁴ prevents them from retaining all the information they heard.

Besides, in relation to the previously mentioned feature, the current dicto-comp task was intended to maximize students' chances of constructing plausible meanings out of listening input. Indeed, this distinctively discriminates dicto-comp from dictation drills that do not consider students' perception or understanding of auditory materials. The rationale behind this is in line with Prince's (2013) claim that whatever variations the instructor adds to dictogloss, its defining feature needs to remain, namely that students are not required to produce the exact words used.

³ TED, which stands for 'Technology, Entertainment, and Design,' is a non-profit organization that holds global conferences under the motto "ideas worth spreading" through the medium of inspiring and enlightening talks on various topics.

⁴ According to Nunan (1991, p. 65), humans can only hold about seven items at a time in their short-term memory.

Ellis (2004) also maintained that dictogloss should be designed to allow students to choose their own linguistic resources and its success is determined by how effectively students reorganize the propositional content of the original text. While listening to TED Talks, students inevitably encounter the need to bridge the gap between what they heard and what the speaker actually said. This stimulates them to generate a meaningful thread of connection among their fragmented or missing idea units by using a range of comprehension strategies such as inferencing and prediction. Additionally, in the reconstruction phase, students are provided with an opportunity to express what they comprehended by incorporating their existing linguistic knowledge. In a sense, the present dicto-comp combines ‘dictogloss’ and ‘dictation-paraphrase (Dicto-Phrase).’⁵

The text reconstruction of the present dicto-comp can be analogous to making various figures with Lego. Like small colored bricks of Lego, TED Talks serve as building blocks or raw materials of students’ dicto-comp text. Just as children are able to make diverse works by assembling bricks of different sizes and colors, while performing dicto-comp, students are allowed to reveal their authorship as much as they can by using lexis and syntactic structures within their capacity. In sum, the purpose of the present dicto-comp tasks lies in facilitating students’ meaning-making processes through text reconstruction while keeping the original contents intact and, at the same time, displaying grammatical accuracy rather than

⁵ This is a type of listening test format developed by Zahedi and Laleh-Parvar (1997). Unlike other types of oral cloze such as dictation, it requires examinees to fill the blanks with missing propositions in their own words and focuses on idea units rather than lexical units.

teaching a specific target grammar or replicating the original.

2.2. TED Talks as Invaluable Open Resources for Authentic Listening Materials

Of the various types of texts that have been used for dicto-comp tasks as listening input, many researchers have preferred utilizing passages from Wajnryb's (1990) book entitled *Grammar Dictation*. Since those materials were developed to instruct specific grammar points, however, they are rather short in length so that students can readily recall the exact words and structures within their memory span. Moreover, their contents are neither engaging nor intriguing since they are simplified or manipulated texts to meet students' proficiency level or instructional purposes. It is thus crucial to make the best use of authentic materials as an original text for dicto-comp in order to promote students' meaning-making process and critical thinking skills.

With the abovementioned concerns in mind, the current research suggests the use of TED Talks as listening stimuli for dicto-comp tasks. As of June 2015, over 1,900 talks have been posted on TED.com and a TED conference, on a global level, has become one of the most well-known and influential venues for innovative and engaging presentations. Park and Cha (2013) listed four advantages of TED Talks as a source of authentic listening materials: 1) motivating students intrinsically through various interesting contents, 2) allowing them to navigate any part of the video clip aided by TED's interactive transcript feature, 3) enabling

them to share TED Talks with others by using mobile devices, and 4) providing them with a ubiquitous learning environment thanks to TED's free online accessibility.

In relation to these merits, the present study addresses several pedagogical benefits of adopting TED Talks as a prime source of the present dicto-comp tasks. First and foremost, TED Talks are entertaining and motivational, touching upon a wide variety of topics and thus stirring students' curiosity about what comes next. Second, TED Talks provide EFL students not only with inspiring examples of authentic and communicative use of language but also with opportunities to notice and narrow the gap between their own interlanguage and the native discourse. As asserted by Waltermire (2008), the more authentic learning materials, the more instantly their validity as a learning tool is recognized by students. Third, TED Talks increase exposure to 'World Englishes' (Park & Cha, 2013). Since TED presenters are from all walks of life with different nationalities, students can be afforded a chance to listen to various types of English accents. This helps them become more aware of the concept of comprehensibility and more communicative in real situations. Fourth, compared to a written text normally used in dicto-comp tasks, TED Talks are more contextualized with aural and visual input, presenting students with more clues to understand contents. Lastly, TED Talks are optimally challenging given the current participants' English proficiency level. The EBS listening materials for 11th graders normally used in their regular English class are not difficult enough to make them remain motivated. According to Flow Theory proposed by Csikszentmihalyi (2004), if tasks are either too easy or difficult for

students, then flow, an area where learning accelerates, cannot occur.

2.3. Dicto-comp as a Language Learning Booster through Peer Scaffolding

A great body of research has provided supportive evidence for the postulation that dicto-comp can be an effective pedagogical tool for promoting language learning through peer interaction. Since the advent of a social constructive view of learning in the late 1970s, language teachers and researchers have recognized the importance of affording learners a collaborative learning environment. According to Vygotsky's (1978) Sociocultural Theory, providing a social context that promotes interaction is a prerequisite for human development and learning. On the ground of this theoretical framework, there has been a great deal of scholarly effort aiming to investigate social aspects of learning. As a result, many of the studies have unveiled beneficial effects of collaboration on students' language learning, some of which particularly focus on the task of dicto-comp (Alegría de la Colina & García Mayo, 2007; Kim, 2009; Storch, 1998; Swain & Lapkin, 2001).

Regarding its role of interactive language learning booster, Kowal and Swain (1994) asserted that the effectiveness of dicto-comp for language learning derives from the fact that it offers a context for negotiation of both meaning and form through peer interaction. In the reconstruction stage, students provide and receive guided support to and from their peers when dealing with lexical and grammatical problems they encounter. Donato (1994) termed such mutual assistance as

‘collective scaffolding,’ articulating that “learners themselves are the source of knowledge in social context” (p. 52). This is in accord with the statement of Atkinson (2002) that fundamentally social in nature, language learning occurs in joint constructive interaction. Furthermore, working in groups leads students to yield better results than they would be able to achieve alone. Ohta (2001) made a similar assertion that learners can reach a level of performance beyond their individual competence by pooling their different linguistic resources through collaboration.

These arguments demonstrate that scaffolding in the zone of proximal development can occur not only between experts and novices but also among peers (Donato, 1994; Storch 2002; Tudge, 1990; Wells, 1999). Thus, in language classrooms educators should design tasks or activities in ways that students can jointly solve problems and share responsibility over the production they created (Mercer, 1995; Storch 2002). During collaborative tasks such as dicto-comp, students are engaged in peer-mediated learning through inquiring, suggesting plausible solutions, repeating, disagreeing, defending, and reaching consensus (DiCamilla & Anton, 1997; Tocalli-Beller, 2003). To sum up, the present dicto-comp featuring peer interaction can trigger students to co-construct knowledge and scaffold the linguistic development of their peers, since it allows them to realize their current language competence and reformulate their hypothesis on the target language.

2.4. Language-related Episodes as an Analysis Unit for Collaborative Dialogue

Along with the growing importance of peer scaffolding on language learning, some researchers, particularly in the field of L2 writing instruction, directed their attention to students' interactional process rather than their final writing products. Regarding an examination of learners' writing process, much interest has been aroused in an investigation of 'collaborative dialogue,' which is defined by Swain (2000) as "dialogue in which speakers are engaged in problem solving and knowledge building" (p. 102). A number of studies to date have addressed the impact of the talk generated during collaborative writing. For instance, Kuiken and Vedder (2002a) maintained that verbalization of problems in contexts through collaborative dialogue helps learners to understand the relation between meaning, form and function, leading to a greater metacognitive awareness. Dicamilla and Anton (1997) also valued collaborative dialogue as a source of scaffolded support and guidance in their research of the discourse of Spanish L2 learners performing collaborative writing tasks.

In terms of an analysis unit for collaborative dialogue, researchers mostly used language-related episodes (LREs henceforth), which is known as "any part of a dialogue where the students talk about the language they are producing, question their language use, or correct themselves or others" (Swain & Lapkin, 1998, p. 326). In most studies regarding collaborative L2 writing, LREs are normally analyzed according to their frequency, focus (form-focused, lexis-focused, mechanics-

focused), and outcome (correctly resolved, incorrectly resolved, unresolved). For a more subdivided analytic framework of LREs, Storch (2001) added categories including who initiated the LRE, how the LRE was initiated and responded, and whether the resolution appeared in the joint text. Adapting the existing subcategorization of LREs, the present study intends to classify LREs according to their frequency, focus, response type, and outcome. Besides the three focus areas mentioned earlier, discourse-focused LREs will be also coded since linking ideas in a coherent way is regarded as a criterion of significant importance in producing dicto-comp texts.

With reference to LREs identified during dicto-comp tasks, although there has been relatively little research on the subject, several studies are worth noting. First, in the study of Kowal and Swain (1994), they attempted to investigate the roles of metatalk in second language learning by observing how grade 8 students enrolled in French immersion programs interact with their pairs during dicto-comp tasks. The implementation of dicto-comp in this experimental design was based on the researchers' belief that it is one of the optimal collaborative tasks that can foster students' output as well as make them pay attention to forms in a communicative meaning-making process. The results of the study showed that 42% of the LREs were concerned with form, followed by lexis (31%) and orthography (28%).⁶

Similarly, Nabei (1996) investigated learners' interaction in the reconstruction stage of dicto-comp to see how it might facilitate L2 learning. He found that of the

⁶ The percentage of the total LREs is more than 100% due to rounding inaccuracies.

LREs students produced, grammar-related episodes (49%) were observed most frequently, with meaning-based and orthographic episodes accounting for 35% and 16%, respectively. Additionally, his study revealed that students' oral interaction and written production were affected by the degree of students' understanding of input data and quality of feedback. Lastly, in an investigation of the effectiveness of two tasks, dicto-comp and opinion-gap tasks, Ismail and Samad (2010) found that the dicto-comp group elicited LREs nearly two times more than their counterpart, mostly drawing their attention to tense, subject-verb agreement, and vocabulary. Despite the students' attempts to resolve linguistic issues, however, more than 50% of the LREs turned out to be unresolved or incorrectly resolved. Given this result, the researchers emphasized that teacher feedback should be necessarily incorporated into instruction during prior and posterior phases, since collaborative task itself does not guarantee language learning.

When it comes to research on collaborative dialogue conducted in Korean EFL context, Seo and Kim (2011) attempted to investigate the relation between collaborative dialogues and L2 development. They qualitatively analyzed the LREs produced by three pairs of Korean middle school students collaborating on writing assignments. The results showed that the frequency of LREs was substantially affected by interactional patterns and even L1 collaborative talk can stimulate L2 learning. In relation to dicto-comp, Lee and Shim (2009) examined LREs yielded in the reconstruction stage. They reported on facilitative effects of LREs on language learning, stating that group discussion encourages noticing and

conscious attention to form and meaning. This finding is supported by Qin's statement (2008) that 'meta talk' or 'LREs' produced during text reconstruction is the most empirically examined benefit of dicto-comp.

As can be seen from the above results, collaborative dialogue plays an essential role in promoting students' L2 development. Accordingly, collaborative tasks such as dicto-comp, if conscientiously implemented, will evidently exert a positive impact on L2 development (Storch, 2011). However, it is also possible that even if students are provided with collaborative tasks, they may not necessarily work in a cooperative manner. Thus, teachers should take into account the possible factors that can influence students' interactional patterns such as task difficulty, L2 proficiency, and personality traits.

2.5. Empirical Studies on Effects of Dicto-comp on L2 Writing Skills

As briefly mentioned earlier, dicto-comp has gained increasing attention from language teachers and researchers as an effective language learning technique, supported by the theoretical claims on L2 learning such as Sociocultural Theory (Vygotsky, 1978), Focus on Form (Long, 1991), and Output Hypothesis (Swain, 1985). Notwithstanding such growing interest in the provision of meaningful and communicative contexts when teaching linguistic features, the range of studies on dicto-comp has been confined to its effects on enhancing students' grammatical competence, not generating their meaning construction. Furthermore, very few

studies have explored the application of dicto-comp in writing instruction. Particularly, there is far little qualitative research on Korean students' writing progress over time through dicto-comp, except for some unpublished theses or dissertations by Korean graduate students.

Despite the limited number of studies conducted in EFL contexts, however, there are some noteworthy findings identified by several researchers in relation to the efficacy of applying dicto-comp for L2 writing development. Among these, Malmqvist's (2005) findings shed insights on the effects of students' interaction during the reconstruction phase on improvement in text quality. In her investigation of the impact of group interaction in dicto-comp on written language output, she revealed that collaboratively produced texts were longer, more detailed, and syntactically more complex than individually reconstructed ones.

Abbasian and Mohammadi (2013) also discovered that dicto-comp was effective in developing general writing skills of Iranian intermediate EFL learners, specifically in areas of organization and mechanics. Another implementation of dicto-comp in writing instruction was found in the study of Davis and Rinvulcri (1988). They maintained that dicto-comp can improve advanced students' writing performance through text reconstruction. With regard to qualitative research, Bailey (1998) presented a case study on the use of dicto-comp in the writing program. In this study, the participants perceived that dicto-comp tasks helped them build up their confidence in writing under pressure and gave them an opportunity to try out a range of vocabulary, grammatical structures, and rhetoric patterns.

Finally, Kuiken and Vedder (2002a) sought out to investigate the relationship between group interaction and text quality, assuming a positive correlation between the two. The researchers asked 40 intermediate level L2 learners of Dutch, English, and Italian to perform a dicto-comp task and analyzed their interactional process, in terms of grammatical and lexical strategies they used in reconstructing the original text. Unlike the prior hypothesis, it was found that students' use of strategies did not positively affect the syntactic complexity and lexical richness of the reconstructed text. According to the researchers, this unexpected result might be due to the cross-sectional design of the study. Furthermore, they acknowledged that they had overlooked factors such as L2 proficiency, text difficulty, and group dynamics that could affect not only interaction itself but also ultimate language-learning gains. This study suggests the necessity of a longitudinal study as well as a careful consideration of the intervening factors in relation to examining the impact of interaction on writing quality.

Regarding the research conducted in Korean EFL situations, though it is rare, Jin's (2013) study pulls together a great deal of insightful findings on the effectiveness of dicto-comp in writing instruction. In her study, 49 middle school students were assigned to either a control or an experimental group; traditional writing instruction was administered to the former group, dicto-comp to the latter group for 12 weeks, respectively. A comparative analysis of the pre- and post-tests showed that dicto-comp tasks greatly contributed to the enhancement of the participants' writing accuracy and furthermore helped learners gain more interest and confidence in English writing.

With respect to the Korean high school setting, Oh and Min (2011) conducted a parallel study to inspect the effects of dicto-comp on Korean students' writing abilities. They randomly assigned 49 high school students to two groups: a control group that performed conventional dictation exercises and a treatment group instructed through dicto-comp. The statistical analysis of the pre-post tests revealed that dicto-comp was a useful instructional tool for the improvement of students' writing ability, regardless of their proficiency level.

Although the two aforementioned studies provide valuable insights into the potentials of dicto-comp for enhancing Korean EFL students' writing performance, both have only focused on the comparisons of written productions between the control and the experimental group, without looking into the role of group interaction in L2 writing. Thus, in order to obtain more conclusive findings, researchers need to conduct additional studies addressing the interactive nature of dicto-comp and its effects on students' writing quality in the Korean EFL context. In this regard, the present study is expected to contribute to the body of the literature concerned.

CHAPTER 3.

METHODOLOGY

The present chapter elaborates on the research settings and methodology adopted in this study. Section 3.1 presents descriptions of participants and Section 3.2 displays the materials used for the current instructional design. The following Section 3.3 centers on an in-depth discussion of how dicto-comp instruction proceeded in and out of class. Finally, this chapter closes with an account of how data were collected (Section 3.4) and what quantitative and qualitative analyses were performed (Section 3.5) to examine students' product, interactional process, and perceptions.

3.1. Participants

The participants consisted of 4 male and 5 female 11th graders (9 in total) attending a co-ed high school in Gyeonggi Province. They were recruited from the researcher's English reading class. This study used a purposive sampling to maximize the participants' possible changes in their writing development. Of the volunteers who wanted to take part in dicto-comp instruction, the researcher selected three students each from Class A, B, and C, who met several requirements in relation to English proficiency level, a previous exposure to TED Talks and motivation to improve English writing. The participants in this study needed to be at or above intermediate level so they could comprehend TED Talks and

reconstruct their contents. The students' English proficiency was identified based on their three scores: the sum score of mid-term and final test, the EBS High School National English Listening Proficiency Test score, and the nationally administered mock CSAT stanine score. The detailed information of the participants' test scores is displayed in Table 3.1.

TABLE 3.1
Test Scores of Participants

Group	Name	Gender	Sum of Mid-term & Final (100)	EBS Listening Proficiency Test (10)	Mock CSAT Stanine ⁷
A	Somin	F	94	9.5	2
	Yuna	F	96.5	9	2
	Noa	M	91.44	5	5
B	Euna	F	99	9	2
	Boram	F	97.79	9	3
	Arin	F	92.32	7	4
C	Junseo	M	93.03	9.5	2
	Minsu	M	92.11	8	3
	Dohun	M	88.65	7	4

⁷ Stanines are single digit scores ranging from 1 to 9. The distribution of Standard Score is divided into nine parts (standard nine) where a stanine score of 1 is the highest. (extracted from the homepage of Korea Institute for Curriculum and Evaluation)

Overall, the participants' proficiency ranged from intermediate to low-advanced level and thus they all had sufficient listening and reading skills to understand the texts containing the grammar and vocabulary within the 2009 Revised National Curriculum. In terms of writing, however, most of the participants demonstrated far less competency compared to the other areas of English. None of the participants had been exposed to TED Talks before the research began and they were not involved in any type of writing instruction during their regular English class. They were all from the science track and highly motivated to improve their English. As for the experience of studying or living abroad, no one had resided or studied in English-speaking countries. The nine students collaboratively worked in groups of three (Group A, B, C). Each group was comprised of the students from the same class, since establishing a close rapport with group members was vital to effective collaborative writing. The researcher was in charge of the current dicto-comp instruction. Prior to instruction, the research consent form (See Appendix 1) was collected from the participants to ensure not only their parents' permission but also their responsible participation. Pseudonyms were used to protect the participants' identity.

3.2. Materials

This section explains the primary instructional materials, 12 TED Talks selected for dicto-comp tasks (Section 3.2.1), and analytic tools including a writing test (Section 3.2.2) and a questionnaire (Section 3.2.3) administered before and

after instruction. In the final Section 3.2.4, qualitative data resources such as observational notes and interviews are explained in detail.

3.2.1. TED Talks

For the selection of appropriate listening texts, the researcher first established a large database of TED Talks, whose video clips and scripts are downloadable from the official website (<http://www.ted.com/talks/>). It is easy to search TED talks since they are tagged according to their topics, moods of speech, and popularity rankings. After listening to dozens of TED Talks and examining their scripts, the researcher selected twelve TED Talks as listening input for dicto-comp tasks. The list of *100 Best TED Talks of All Time*,⁸ posted on the website of LearnOutLoud (<http://www.learnoutloud.com>), was used as a reference as well.

Since dicto-comp, by its nature, is strongly affected by the original text presented to students, it is very important to preset the criteria for choosing proper TED Talks. In terms of contents, the researcher chose the talks that had been viewed most with positive comments and contained educationally appropriate topics. With respect to length, talks with less than 5 minutes of running time were presented to the participants without any editing. Still, for some talks that play for more than 5 minutes, they were either edited or played partially not to overwhelm

⁸ In this list, 100 best TED talks are ranked according to each category such as art & design, business & economics, education, health & personal growth, psychology, religion & philosophy, science & technology, social science & global issues and miscellaneous (released on November 10, 2011).

students' attention span and cognitive load. In the process, it was essential not to impair the flow of the speech, while keeping meaningful chunks intact. For example, the running time of the 7th TED Talk entitled “*How great leaders inspire action*” was as long as 18 minutes. The presenter Simon Sinek here demonstrates three instances of inspirational leadership, including Apple, Martin Luther King, and the Wright brothers. Of the three cases, the researcher only took the first example and reduced the original clip into a 4-minute version (See Appendix 7). Regardless of the running time of the edited version, however, the part for the dicto-comp activity adjusted to around 300 words in all TED Talks.

Last, but most importantly, the difficulty of each talk should be consistent. Otherwise, students' writing performance would fluctuate depending on text complexity. To make the difficulty of the selected talks similar, the researcher not only modified the utterance speed of each speaker by using a video player, but also measured vocabulary load by running a tool called *RANGE*. This program is very useful in seeing how much receptive vocabulary is needed to understand a certain text, since it provides what percentage of the running words in a text is covered by its base word list 1, 2 and 3 (Nation, 2006).⁹ The base word 1 includes the most frequently used 1,000 words of English and the base word 2 consists of the next 1,000 high frequency words. The third list contains the vocabulary that is frequent in the texts of upper secondary school and university. The researcher only used the first and second word list and set the baseline of text coverage at around 90%. Put

⁹ The word lists used in *RANGE* include 91% of the basic English vocabulary suggested by the current Korean National Curriculum.

another way, students could comprehend about 90% of the vocabulary in each TED talk without external support, if they knew 2,000 high frequency English words. The twelve TED talks selected for dicto-comp activities are listed in Table 3.2.

TABLE 3.2
Descriptions of 12 TED Talks

Period	Title of TED Talks	Text Coverage (%)	TNW for
		Word 2,000	Dicto-comp
1	Try something new for 30 days	90.82	319
2	The art of choosing	90.82	301
3	Before I die, I want to	90.06	302
4	The optimism bias	89.97	302
5	Why I'm a weekday vegetarian	89.51	309
6	Does money make you mean?	88.13	319
7	How great leaders inspire action	90.69	317
8	How to make stress your friend	89.49	315
9	Your body language shapes who you are	88.17	306
10	Why work doesn't happen at work	90.64	317
11	What makes us feel good about our work?	89.27	317
12	Choice, happiness and spaghetti sauce	90.06	318

**TNW: Total Number of Words*

3.2.2. Pre-Post Writing Test

The ultimate goal of the present dicto-comp task is pursuing the development of students' writing skills by promoting their meaning-making process through interesting TED Talk stimuli and group interaction. Along with an in-depth qualitative analysis of changes in the students' writing performance, the researcher conducted a pre- and post-test as well, to assess an overall improvement in their writing. Before and after dicto-comp instruction, the students wrote an essay for 40 minutes regarding '*the most cherished thing in their possession*' and '*the most influential person in their life,*' respectively. In choosing these two topics, the researcher considered three aspects: 1) avoiding the topic that is heavily influenced by one's experiences or knowledge, 2) minimizing the practice effect, and 3) maintaining the level of difficulty consistent. It was thus presumed that the aforementioned descriptive essay topics, which were closely related to our daily lives, would be more suitable than argumentative ones that involve certain background knowledge about a particular issue. Moreover, the two topics were expected to satisfy the second and third requirement, since they commonly asked what was perceived important in their life but a different entity was centered on as a main topic, that is, a 'thing' versus a 'person.'

3.2.3. Pre-Post Survey

Two questionnaires written in Korean were administered before and after the

instruction. Comprised of 12 multiple choice questions and one ranking question, the pre-survey aimed at finding out the participants' past English learning experiences with a special attention to listening and writing. Concerning the post-survey, it consisted of 20 questions and mainly inquired about the effectiveness of dicto-comp tasks and TED Talks as a learning tool in English writing classrooms and the participants' thoughts on their own writing improvement. The specific questions of the both surveys are listed in Appendix 2.

3.2.4. Observation Notes and Interviews

The teacher wrote an observation journal on a weekly basis to further investigate the students' interactional patterns and changes while transcribing their collaborative talk. Each journal entry even included a very small detail if it was regarded as a variable that might influence the students' performance such as their signs of fatigue, tone of speech, responses to the teacher's instruction, and tendency to play a dominant role in group work.

After all the instructional procedures had been completed, the participants had an individual interview with the teacher in Korean for approximately one hour per person. The interview was structured with a set of questions that arose from the teacher's observation and the students' responses of the pre-post questionnaires (See Appendix 3). Yet, if there was a need to expand on the students' answers, additional follow-up questions were asked. Each interviewee received 15 questions shared by all the participants and 5 to 7 personalized questions. While the post-

questionnaire asked about the macro-level of the students' writing experiences—the overall feeling and thoughts that the participants bore in mind during the dicto-comp activity, this interview tried to look into a micro-level of their collaborative writing performance. Hence, the interview questions were narrowed down to more specific aspects of dicto-comp tasks and students' interaction, such as time allotment for planning and ways to resolve a clash of opinion between group members.

3.3. Procedures

The present dicto-comp instruction was conducted with the voluntary participants as an extracurricular course, which lasted for 100 minutes and met every Tuesday over one semester (12 periods in total). Basically, it adopted the general procedure of Wajnryb's (1990) version. Yet, there were some slight modifications to adjust the activity to the current teaching conditions and learners' needs. Section 3.3.1 describes what type of out-of-class assignment was presented to pave the way for students' successful writing performance and Section 3.3.2 elaborates on how the four stages of the dicto-comp were actualized in class. Lastly, Section 3.3.3 addresses how the teacher's feedback was provided out of class through the individual writing conference session.

3.3.1. Sentence Writing Practice

As mentioned earlier, the participants have had few chances to express their knowledge about English grammar and vocabulary, due to the lack of English writing experiences. In this sense, it was necessary to provide them with out-of-class assignments as a medium to maximize their writing practice and to get them prepared for subsequent dicto-comp tasks. One week prior to each dicto-comp instruction, students were given a two-paged sentence writing practice worksheet (See Appendix 4) that contained a target structure such as a relative clause, a participle clause, and the subjective mood. They were expected to translate 10 Korean sentences into English, using the key structure and the vocabulary suggested as a guideline on the right side of the page. Considering the students' writing proficiency, the word order remained unscrambled at first try. In the next class, they received a worksheet that included the same 10 sentences on the front page for review, but in a scrambled word order and without any helpful cues, and another new set of 10 sentences on the back. The sentence writing worksheets were submitted right before the class started and the teacher's corrective feedback was provided the following week. This type of scaffolded writing exercise greatly helped students complete a dicto-comp task that went beyond the sentence level.

3.3.2. Dicto-comp Instruction

The participants went through four stages during the dicto-comp activity: preparation, dictation, reconstruction, and analysis with correction. In the preparation stage, the students were presented with PowerPoint slides that

contained scaffolded materials such as pre-listening questions and vocabulary preview to help them gain a better understanding of the talk (See Appendix 5 for the entire slides used in one period of class). As for the pre-listening questions, the teacher first had students guess the contents of today's talk from the title of the speech and led them to discussions of the topic, activating their prior knowledge related to the talk. She then tried to cast personalized and engaging questions this time rather than merely asking the ones to elicit certain information or knowledge, so that students could engage in the talk and feel that the talk was applicable to their life. In terms of the vocabulary preview, the teacher demonstrated some challenging words and phrases, if necessary, with relevant images. However, since the vocabulary input might affect students' dicto-comp outcomes, the words that belonged to the reconstruction part were covered as little as possible, unless they were unfamiliar with cultural terms or proper nouns.

The next phase of dicto-comp required students to listen to the TED Talk three times in total. While each TED talk was playing, the teacher made the previewed words pop up on the screen and marked the starting and ending point assigned for dicto-comp by using a program *Moviemaker* to help students make a connection between the vocabulary and the context. In the first listening, they were asked to obtain an overall idea of the content. Prior to this listening, four to five guided questions were presented to make sure that students grasped the gist of the speech. They were reviewed with the whole class mainly with visual images not to provide textual input too much before the dicto-comp activity. Particularly, in the part where reconstruction was needed, there was only a minimum amount of

intervention as in the vocabulary preview. When listening again, the students were encouraged to take notes of important words or any expressions that might be helpful for recalling the contents. The PPT slide with a *Wordle* image was presented to exemplify some prominent words in the talk. After the second listening, they were given two minutes of rearranging the keywords they jotted down. For the final listening, the students were involved in attentive listening to notice not only the contents and vocabulary but also organization and sentence structures embedded in the talk for better reconstruction. During this phase, additional note-taking was allowed. Before moving on to the reconstruction stage, the students reviewed the overall flow of the TED Talk through a graphic organizer. The purpose of providing the visual aids and guided questions during the dictation stage lies in promoting the students' active participation in reconstruction. Without such scaffolded intervention, some of the students might have been overwhelmed by a wave of difficult words sweeping over them. Sample PowerPoint slides used as a scaffolding aid at this stage are shown in Figure 3.1.

The next part is the most essential part of these entire dicto-comp processes, that is, reconstruction. This text reconstruction was conducted in two ways: individual writing¹⁰ and collaborative writing. First, students individually produced a text for 15 minutes based on their keyword note-taking. They then got into their group to co-construct the text with the other members, using shared

¹⁰ Unlike typical dicto-comp tasks, the present study added an individual writing session for the purpose of facilitating more active participation in collaborative writing for the students. This phase served as a time for students a) to construct their own meaning, b) to have prior writing practice by themselves, and c) to prepare their writing resource for later group discussion.

resources such as individual notes and writings. This collaborative writing (See Appendix 6) was performed for 30 minutes, twice the amount of time for the individual work, as students needed more time to discuss various linguistic problems and reach a consensus. Each student in a group was asked to take turns, acting as a scribe to offer them fair participation and a sense of responsibility.

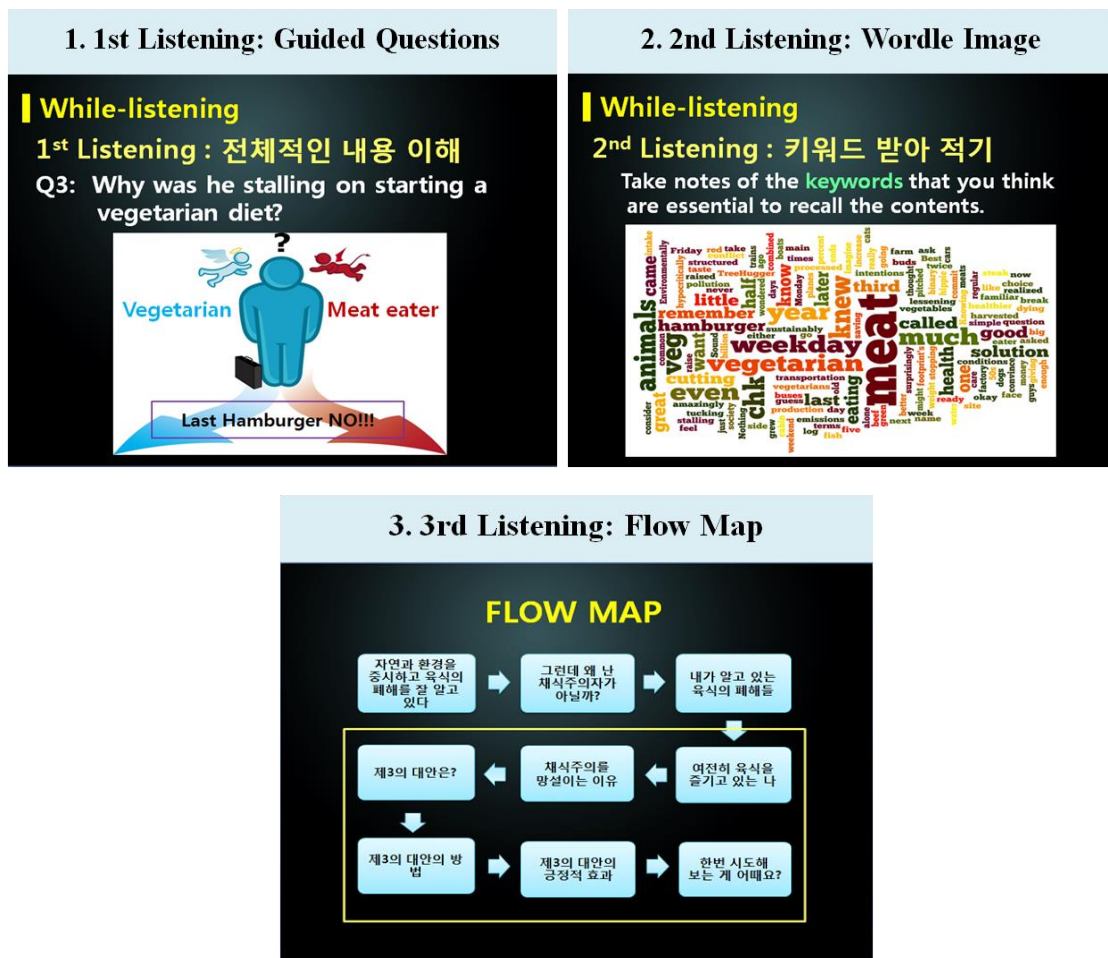


FIGURE 3.1

Scaffolding Aids in the Dictation Stage

During this reconstruction stage, the teacher emphasized that the original sense of each sentence needs to be present and the reconstructed sentences have to be as grammatically accurate. In other words, the texts they produce should not be an exact replica of the original passage, so the words, phrases, and even sentence structures can be modified, if necessary. In the very first dicto-comp instruction, a writing sample was demonstrated to show how to reconstruct the contents using the words that students had picked up. Before the students were involved in the reconstruction stage, the teacher normally reminded them of the errors frequently and commonly found in their previous writings.

Once the students' final dicto-comp products were collected, the teacher distributed a handout for review (See Appendix 7) that contained the entire script of the talk and new words with their meaning. For the final wrap-up, each group watched the TED Talk with its English script inserted and compared their co-constructed text with the original. After class, the teacher posted the direct URL of the video clip on a group chat room of the students' mobile device so they could link over to the talk anytime for further study.

3.3.3. Individual Writing Conference

The importance of providing feedback on students' written work has been addressed by many researchers. Muncie (2000) claimed that teacher feedback is vital to writing since it helps students not only improve their writing skills but also develop a sense of reader awareness. The researcher also considered it to be

critical in enhancing students' writing performance and thus devoted a considerable amount of time and commitment to the provision of feedback. Every following Monday after the instruction, the written products collected in class were returned to students with corrective feedback and comments on their writings. As for the collaborative writings produced by the other groups, the teacher shared them through the SNS group chat room so the students could compare their outputs and learn from them. Each student attended a one-hour individual writing conference in a school library every other week, six times in total per person, with their written products filed in their writing portfolio. The teacher distributed the portfolio file in the very first period of the instruction. She asked the students to keep all of their written output as well as class handouts in the file so they could revisit and reflect upon a collection of their own work.

Teacher feedback was provided in the order of the sentence writing practice assignment, individual writing, and collaborative writing. The teacher mainly touched upon three areas, that is, language use, organization, and content. Regarding language use, she tried to improve the students' grammatical and lexical accuracy by bringing up awkward expressions, illustrating correct use of grammatical features such as articles, pronouns, and subject-verb agreement, and demonstrating different functions of punctuations. In the area of organization, logical and coherent connections of contents were emphasized by dealing with improper paragraphing and transition words. On the other hand, the focus of the feedback on content did not lie in making the students notice their errors and correcting them. Whatever form it took, students' attempt to make a sentence was

valued and encouraged even if it was based on their wrong interpretation of the talk. This stemmed from the researcher's belief that the students' concern too much about whether they understood the talk correctly or not would impair their willingness to write what they heard.

In addition to its benefit of affording the students feedback, the writing conference also served as a venue for the teacher understanding each student better both as a learner and a writer. After listening to the recorded collaborative talk and comparing the individual and collaborative writing, the teacher continuously asked the students specific questions in relation to unique patterns in their writings to perceive their writing intentions and problems. Furthermore, through the conference, new suggestions were made by the students to make the dicto-comp class better. The current experimental design is outlined in Figure 3.2.

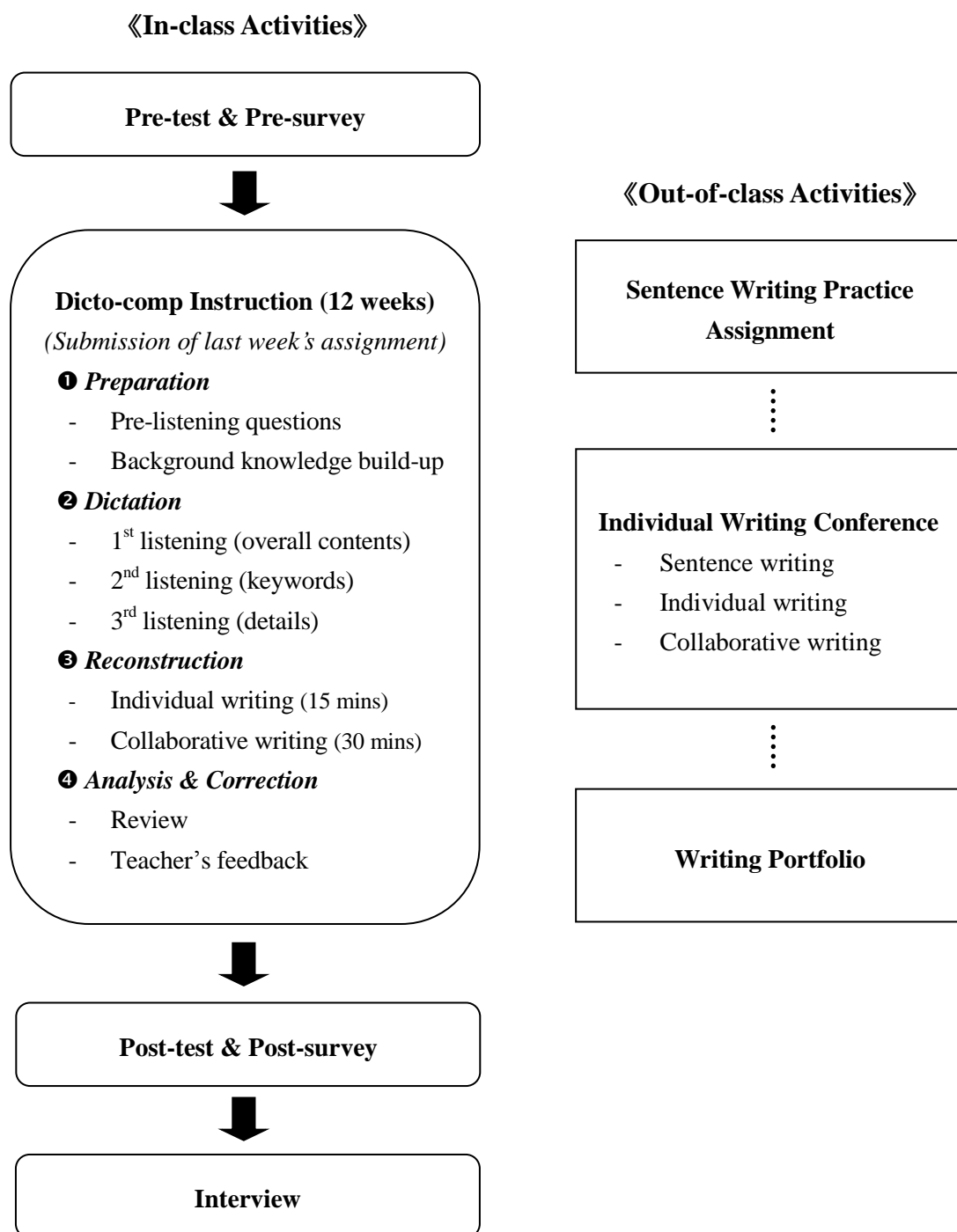


FIGURE 3.2
Outline of the Experimental Design

3.4. Data Collection

Lincoln and Guba (1985) regarded triangulation as crucially important, asserting that “no single item of information should ever be given serious consideration unless it is triangulated” (p. 283). In this regard, data triangulation was used to obtain multiple resources that ensure more thorough examination of the three research questions, thereby increasing the validity of the present study.

TABLE 3.3

Procedure of Data Collection

Types of Data	Time of Collection
1. Pre-test & Pre-survey	Aug. 19
2. Sentence writing practice worksheets	Aug. 19 – Nov. 11
3. Individual writings & Dicto-comp texts	Aug. 26 – Nov. 20
4. Recordings of students’ interaction	Aug. 26 – Nov. 20
5. Class observation notes	Aug. 26 – Nov. 20
6. Post-test & Post-survey	Nov. 25
7. Interview	Dec. 18 – Dec. 23

First, in order to investigate possible effects of dicto-comp instruction on the participant’s writing development, all of their written output was collected for analysis and reference, including sentence writing worksheets, individual writings, collaborative dicto-comp texts, and pre-post tests. Second, this study draws on the

recordings of students' oral interaction and the teacher's class observation journals for inquiry into how writing process changes. Lastly, the responses of a pre- and post-survey and interviews are used as primary resources to examine students' perceptions regarding the effectiveness of the present dicto-comp instruction. The procedure of data collection is presented in Table 3.3.

3.5. Data Analysis

This section illustrates how the aforementioned collected data were analyzed to draw the answers to the three research questions of the study. Section 3.5.1 demonstrates quantitative measures of fluency, accuracy, and complexity along with a scoring rubric to examine students' writing enhancement in their dicto-comp texts and pre-post writing tests. Following the quantitative analysis of students' written output, Section 3.5.2 introduces the coding scheme and procedures to qualitatively analyze students' interactional process, with a special attention to LREs. The last section 3.5.3 explains a qualitative approach employed to explore students' perceptions concerning the efficacy of dicto-comp instruction for their English writing development.

3.5.1. Measuring Students' Writing Development

To assess students' writing performance both in dicto-comp texts and in pre-post tests, this study adopted the widely accepted measures of fluency, accuracy,

and complexity that Wigglesworth and Storch (2009) had proposed to examine text quality. Since writing competence also involves the ability to produce a logical text with supporting details, ratings of writing domains such as task completion, content, language use, and organization were analyzed for a more comprehensive exploration of students' writing improvement. Thus, in the present study, the development of students' writing skills was investigated in terms of three aspects: 1) fluency, accuracy, and complexity of collaboratively produced dicto-comp texts, 2) fluency, accuracy, and complexity of individually produced pre-post writings, and 3) four writing sectional scores in the pre- and post-tests.

Regarding the developmental measures in L2 writing performance, fluency was measured by mean number of words, T-units, and clauses per text. As stated by Hunt (1966), a T-unit was operationalized as "one main clause plus whatever subordinate clauses happen to be attached to or embedded within it" (p. 735). Clauses were divided into two types, independent clauses and dependent clauses. By its definition, an independent clause refers to a grammatical structure which contains a subject and a verb and can stand on its own (Richard, Platt, & Platt, 1992). Contrary to independent clauses, however, dependent clauses have been interpreted variably in many studies. Taking its clarity and appropriacy, this study follows the description of Foster, Tonkyn, and Wigglesworth (2000) that "a subordinate clause will consist minimally of a finite or non-finite verb element plus at least one other clause element (Subject, Object, Complement or Adverbial)" (p. 366). When it comes to accuracy, the percentage of error-free T-units (EFT/T) and error-free clauses (EFC/C) was calculated. An error-free T-unit or clause

means that it contains no errors in terms of grammar,¹¹ lexis, and mechanics.

TABLE 3.4
Measures of Fluency, Accuracy, and Complexity

Area	Measures
Fluency	Mean number of words per text
	Mean number of T-units per text
	Mean number of clauses per text
Accuracy	Percentage of error-free T-units
	Percentage of error-free clauses
Complexity	Ratio of clauses to T-units
	Percentage of dependent clause

Lastly, complexity was measured by the ratio of clauses to T-units (C/T) and the percentage of dependent clauses (DC/C). Particularly, the latter serves as an indicator of subordination used in students' written outcomes. According to Norris and Ortega (2009), as L2 learners' writing ability advances, they tend to use subordination rather than merely combining sentences with coordinators such as *and*, *but*, and *or*. Similarly, Monroe (1975) claimed that advanced learners favor subordination over coordination and this finding has justified subordination frequently being used as a measure of complexity by many researchers (Crooks

¹¹ Grammatical errors include the ones related to verb tense, articles, word forms, prepositions, pronouns, plural, subject-verb agreement, and word order.

1989; Foster & Skehan 1996; Wigglesworth, 1997). As for dicto-comp texts, the data of calculated fluency, accuracy, and complexity were grouped into four time periods and presented with a line graph for ease of comparison. The measures of fluency, accuracy and complexity mentioned above are summarized in Table 3.4.

Apart from the analysis of fluency, accuracy, and complexity, the pre- and post-tests were assessed according to four writing components such as task completion, content, organization, and language use, to examine students' ability to write a complete written text in English. In scoring students' pre- and post-writings, the researcher adopted the same rubric, with some modifications, as the one used for the first writing task¹² of the National English Ability Test (NEAT henceforth) Level 2. The scoring rubric (See Appendix 8) was subdivided into the above-mentioned four writing domains with a 5-point scale. Two raters including the researcher evaluated the pre- and post-tests independently based on the rubric. The researcher has taught English for 10 years in high school and has an experience of assessing the Preliminary NEAT Writing Level 2 and 3, hosted by Korea Institute for Curriculum and Evaluation. The other rater is a high school English teacher in Korea with a master's degree in English education. She attended a training session for sample ratings with the researcher. The student writers' name was removed to guarantee objectivity throughout the rating procedures. The inter-rater reliability was computed by examining correlations

¹² The first writing task of the NEAT Level 2 requires completing a descriptive writing for 15 minutes, discussing the three given contents with 60 to 80 words. Its format is very similar to that of the current pre- and post-test.

between the mean scores of the two ratings. The results of the intra-class correlation coefficient were as follows: task completion= 0.982, content=0.823, organization=0.881, language use=0.763.

Following the calculation of fluency, accuracy, and complexity measures and the rating procedure of the pre-post tests, additional statistical analysis was conducted a) to examine whether the writing quality of the first and the last three dicto-comp tasks was changed significantly and b) to compare students' writing performance in the pre- and post-tests—ultimately to see instructional effects on their writing development. A nonparametric Wilcoxon Matched-pairs test was administered by using SPSS 18.0, due to the small sample size ($n=9$) that does not guarantee a normal distribution of the data.

3.5.2. Coding Students' Interactional Process

In order to explore the nature of group interaction during a dicto-comp task, collaborative dialogues produced by the students were recorded and transcribed. For the better quality of recording, each group of students sits apart in the reconstruction stage so that they were not disturbed by the noise from the others. During the group interaction, the participants were allowed to use L1 as well as L2 based on the rationale that L1 also facilitates L2 learners' learning process and can be a more effective medium particularly when they deal with cognitively demanding tasks such as developing complicated ideas, verifying meaning of unknown words, and elaborating on grammatical issues (Fung, 2010; Nation, 2003;

Qi, 1998; Seo & Kim, 2011; Whalen & Ménard; 1995). The collected transcripts of students' group talk were analyzed by using NVivo 10.0, a qualitative research program that helps organize unstructured data into themes. The researcher divided the group talk into an *episode unit* (also called a *thematic unit*), which was defined by Budd, Thorp, and Donohew (1967) as "a single thought unit or idea unit that conveys a single item of information extracted from a segment of content" (p. 34).

Since this inquiry into students' interactional process, by its very nature, is data-driven, it is not possible to predict coding themes comprehensively before the completion of data analysis. For a reliable and consistent analysis, however, a tentative coding scheme adapted from O'Meara and MacKenzie (1998) was preset as a guide. They proposed four categories of collaborative talk such as procedural, substantive, writing, and social talk, as delineated in Table 3.5. On the basis of this coding scheme, the researcher first organized nodes of themes¹³ in NVivo and created additional nodes as new themes emerged while reorganizing or renaming the existing ones. After all the episode units were coded at the corresponding nodes, the researcher classified them into the four types of group talk.

With respect to examining students' interactional process and its change over time, LREs were analyzed in terms of their focus, frequency, response type, and outcome. According to Nabei (1996), an LRE begins with the identification of a language-related point to be discussed and finishes once the discussion is

¹³ A node in NVivo contains all the references about a particular theme. For example, researchers can code students' collaborative dialogue related to "checking the time left" at the node entitled "time management."

completed. Many researchers have noted LREs as a useful construct for understanding the nature of second language production, and for exploring the contributions that output makes in learning a second language.

TABLE 3.5
A Coding Scheme for Group Talk

Category	Focus Area	Definition	Episode Units
Procedural talk	Task	Episodes where learners talk about performing the task itself	<ul style="list-style-type: none"> • Time or task management • Task division and procedures • Checking progress
Substantive talk	Content	Episodes where learners generate and reformulate ideas	<ul style="list-style-type: none"> • Idea generation/pooling • Idea sharing & discussion • Decision-making • Reviewing & revising
Writing talk	Language- related episodes	Episodes where learners reflect on language use	<ul style="list-style-type: none"> • Lexical/grammatical choices • Mechanics • Discourse (cohesion)
Social talk	Interpersonal relationship	Episodes where learners socially interact with their partners	<ul style="list-style-type: none"> • Expressing feelings • Giving encouragement • Jokes/small talk or laugh • Other off-task information

LREs were first subdivided into four categories including lexis-focused (L-

LREs), form-focused (F-LREs), mechanics-focused (M-LREs), and discourse-focused (D-LREs), adapting the analytic framework of LREs proposed by Storch (1998) and Swain and Lapkin (1998). In addition to presenting the frequency of identified LREs, the response types (interactive, acknowledgement, non-interactive, other) and the outcome (correctly resolved, unresolved, incorrectly resolved) were analyzed to investigate the quality of collaborative dialogues. Sample excerpts of the four types of LREs taken from students' group talk are illustrated in Appendix 9.

3.5.3 Examining Students' Perceptions of Dicto-comp Instruction

To explore how students perceived the integration of dicto-comp tasks into English writing instruction, students' responses of the post-surveys and follow-up interviews were analyzed based on a qualitative approach. When it comes to the interview, a special attention was laid on the last reflective question that required students to describe the effects of dicto-comp instruction on promoting language learning, developing writing skills, arousing interest in English, and taking attitudes toward writing in English. The transcripts of interviews were sorted out by using NVivo as well. By merging similar nodes together, the researcher elicited the themes worth discussing and also commonly addressed by the participants.

CHAPTER 4.

RESULTS AND DISCUSSION

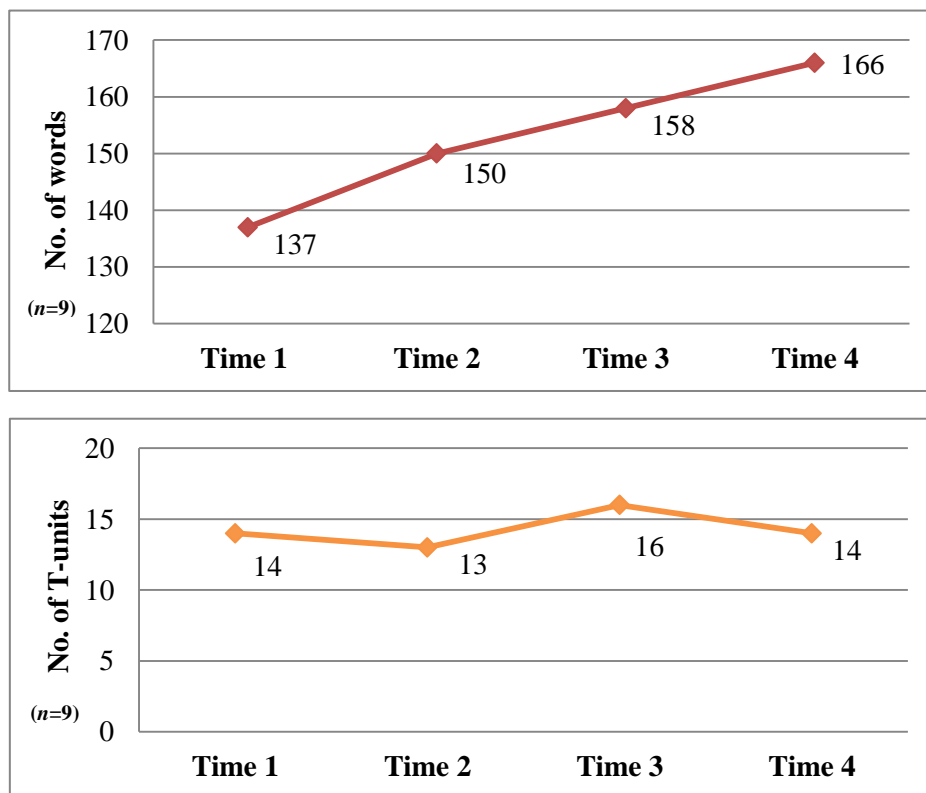
This section describes the findings of the current study regarding the three research questions addressed earlier. Section 4.1 first reports on the quantitative outcomes of fluency, accuracy, and complexity measures both in the dicto-comp texts and the pre- and post-writings and then discusses the results of four writing sectional scores of the pre-post tests. Section 4.2 attempts to uncover what characterizes students' interactional process by closely looking into their collaborative dialogues. This is followed by Section 4.3 that presents students' reflections on their writing experiences through dicto-comp instruction.

4.1. Students' Writing Development through Dicto-comp Instruction

The first research question aims to examine whether the present dicto-comp instruction contributed to enhancing students' writing performance. In relation to this, changes in students' writing quality in terms of fluency, accuracy, and complexity are elaborated on with reference to dicto-comp products in Section 4.1.1 and pre-post writing tests in Section 4.1.2, respectively. Section 4.1.3 presents a comparative analysis of the pre-post test scores in each writing component.

4.1.1. Changes in Fluency, Accuracy, and Complexity of Dicto-comp Texts

A total of 36 collaborative dicto-comp texts were analyzed using the measures listed in Section 3.5.1. In order to examine changes in fluency, accuracy, and complexity over time, the data were grouped into four time periods according to the time of collection, Week 1-3 (Time 1), Week 4-6 (Time 2), Week 7-9 (Time 3), and Week 10-12 (Time 4). Figure 4.1 demonstrates the averages of the three fluency indices of the nine dicto-comp texts produced jointly by Group A, B, and C during each time period.



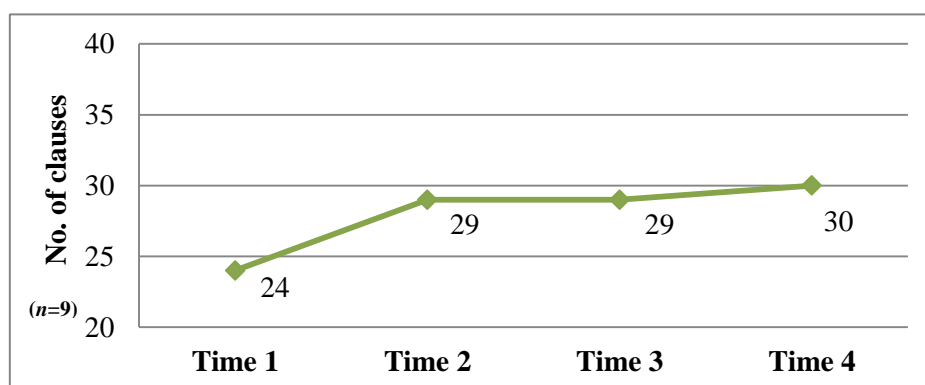


FIGURE 4.1

Changes in Fluency Measures over Time

It is noted that students tended to produce longer texts with more words as dicto-comp instruction proceeded. There was a steady rise in the number of words in students' dicto-comp output throughout the course, increasing by 21% in the last three periods. Regarding the number of clauses, it shows a smoothly ascending linear pattern, though its increase is not as distinctive as the number of words. The greatest rise was from Time 1 and 2 as it rose from 24 to 29, and then it reached a plateau around 30. In contrast, students did not exhibit a particular orientation in terms of the mean number of T-units per text, its figures at Time 1 and 4 remaining unchanged albeit some fluctuations in between.

Given the comparisons of the three fluency measures at Time 1 and 4, it was found that students produced more words and clauses in the latter phase of instruction, despite the absence of a noticeable increase in the number of T-units. This was reconfirmed by the results of the Wilcoxon Matched-pairs test that the

increase in the number of words and clauses is statistically significant ($p < .05$), as shown in Table 4.1.

TABLE 4.1
Results of Fluency Measures in Dicto-comp Texts at Time 1 & 4

	Time 1		Time 4		Sig. (two-tailed)
	Mean	SD	Mean	SD	
No. of words ($n=9$)	136.67	31.309	165.89	21.659	0.039
No. of T-units ($n=9$)	13.89	3.480	13.78	2.819	0.484
No. of clauses ($n=9$)	24.22	6.140	29.67	5.244	0.047

The findings from the line graph and the statistical test indicate students' overall development of writing fluency in their collaborative dicto-comp texts over the course. It was also observed that the variability in fluency measures decreased over time, which indicated more uniform performance across groups. Moreover, the above results allow for the interpretation regarding their improvement in syntactic complexity as well, since more use of words within a relatively similar number of T-units implies the growth in the mean length of T-unit (MLTU), one of the primary complexity indicators Ortega (2003) had suggested. Further verification of this interpretation is to be addressed later with reference to analyses of other complexity measures.

With respect to accuracy, its two measures EFT/T and EFC/C present a slightly different picture as shown in Figure 4.2. Starting from 40%, the EFT/T

rate decreased to 34% at Time 2. This was followed by a steep increase of 19% point between Time 2 and 3, reaching a peak of 53%. Finally, the percentage declined to 47% in the last quarter of the instruction period. While the EFT/T rate draws a zigzag path in an alternating downward and upward direction, the EFC/C rate displays an increasing pattern as an overall trend and levels out around at 70%.

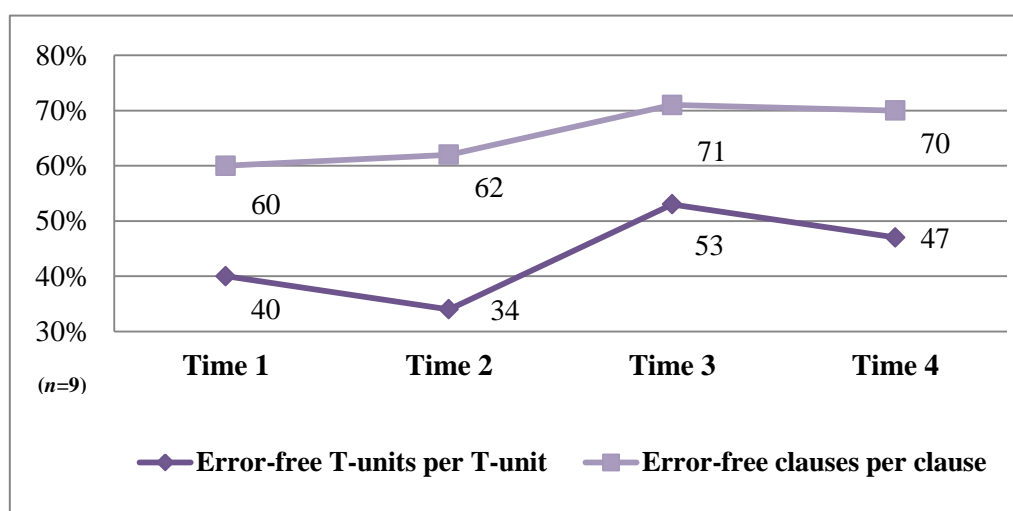


FIGURE 4.2

Changes in Accuracy Measures over Time

Due to the inconsistency and fluctuation in the patterns of change pertaining to the two accuracy measures, an additional statistical analysis was conducted to confirm accuracy enhancement in students' dicto-comp outcomes. Table 4.2 shows whether EFT/T and EFC/C have improved at Time 4, in comparison with those of Time 1, in terms of statistical significance. Contrary to expectations, it was

revealed that no significant gains were made in both measures of accuracy, when it came to jointly produced dicto-comp texts.

A closer textual analysis of dicto-comp output made it possible to explore the reasons behind such lack of meaningful improvement in the accuracy measures. First, the increasing tendency of students' producing a lengthier text might have led them to produce more errors. Second, in the latter phase of instruction, students appeared to sacrifice their writing accuracy while attempting to express higher degrees of syntactic variety in producing dicto-comp texts.¹⁴ It can be inferred that students were subject to making additional errors when they tried to create more complicated sentence structures.

TABLE 4.2

Results of Accuracy Measures in Dicto-comp Texts at Time 1 & 4

	Time 1		Time 4		Sig. (two-tailed)
	Mean	SD	Mean	SD	
EFT/T (%) (<i>n</i> =9)	40.00	18.241	46.78	8.913	0.652
EFC/C (%) (<i>n</i> =9)	60.33	12.500	70.00	8.689	0.211

Particularly, the statistical insignificance of EFT/T was heavily affected by the strict condition to be an error-free T-unit. Putting it more specifically, many

¹⁴ The subsequent statistical analysis, as indicated in Table 4.3, turned out that complexity of dicto-comp texts greatly increased during the instructional period.

instances were identified in students' dicto-comp texts where they wrote a fairly long stretch of a T-unit that demonstrated both syntactic and lexical variety, but one minor slip rendered it as an erroneous T-unit. It seems that when combined with the fewer number of T-units per text, small errors such as dropping articles contributed to greatly decreasing the rate of EFT/T.

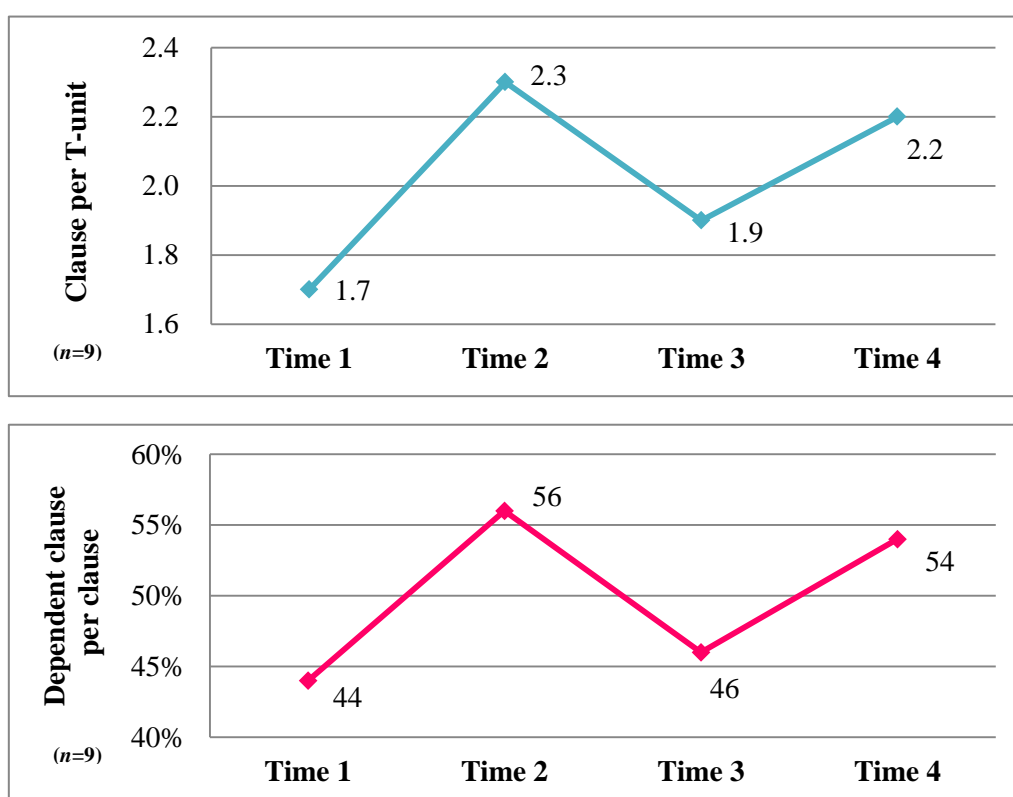


FIGURE 4.3
Changes in Complexity Measures over Time

Regarding complexity, as illustrated in Figure 4.3, the total number of clauses

per total number of T-units (C/T) and the rate of the total number of dependent clauses per total number of clauses (DC/C) follow a very similar path, forming a zigzag pattern. Despite some fluctuations between Time 1 and 4, the former increased by 29% and the latter rose by 23% during the instruction period. However, considering the figures of the two complexity measures going up and down widely over time, it might not be reasonable to generalize their orientedness on the basis of the mere comparisons of numerical descriptions. In this sense, as in the previous analysis of fluency and accuracy, the same statistical testing was performed for the complexity figures of Time 1 and 4.

TABLE 4.3
Results of Complexity Measures in Dicto-comp Texts at Time 1 & 4

	Time 1		Time 4		Sig. (two-tailed)
	Mean	SD	Mean	SD	
C/T (<i>n</i> =9)	1.744	0.1333	2.211	0.3408	0.008
DC/C (%) (<i>n</i> =9)	44.56	5.126	54.44	5.548	0.008

Table 4.3 shows that both C/T and DC/C reached the level of statistical significance ($p < .05$), suggesting the growth in writing complexity in relation to students' dicto-comp production over the course. In the earlier analysis of accuracy measures, the increase in complexity of dicto-comp texts was predicted by students' use of more words in the face of little discrepancy in the number of T-units over time. Indeed, this result is substantially attributable to the rise in the

occurrence of subordinated clauses such as nominal, relative, and adverbial clauses during dicto-comp activities.

Furthermore, the finding reassures the previous reasoning that the statistical insignificance of accuracy in students' co-constructed texts might have been derived from complexity and accuracy entering into competition. According to Skehan's (1998) Trade-off Hypothesis, prioritizing one specific area can exert a negative impact on the performance in others, due to one's limited working memory and attentional focus. In fact, many studies have shown that improvement in writing accuracy can be a result of students' exclusively using simple and manageable structures (Foster & Skehan, 1996; Skehan, 2009; Storch, 2005). As dicto-comp instruction progressed, students showed increasing willingness to experiment with various and complex syntactic structures by using subordination rather than coordination. Such inclination to take risks in producing dicto-comp texts will be addressed in the later discussion of students' writing process as well.

In sum, the quantitative analysis of the students' collaborative dicto-comp texts in terms of fluency, accuracy, and complexity revealed that in the latter phase of instruction, they wrote a text more fluently with a better display of syntactic variety and complexity, although such increase of fluency and complexity offset their writing accuracy reaching the level of statistical significance.

4.1.2. Changes in Fluency, Accuracy, and Complexity of Pre-Post Tests

The previous section elaborated on the variations of fluency, accuracy and complexity measures observed in the collaborative dicto-comp written output. Since group data can conceal a great deal of information concerning individual growth (Sidman, 1960), the present study further investigated students' individual writing performance before and after instruction.

TABLE 4.4
Results of Fluency Measures in Pre- and Post-tests

	Pre-test		Post-test		Sig. (two-tailed)
	Mean	SD	Mean	SD	
No. of words ($n=9$)	156.56	16.501	266.56	28.395	0.004
No. of T-units ($n=9$)	15.00	2.598	27.67	5.292	0.004
No. of clauses ($n=9$)	27.11	2.472	47.89	4.343	0.004

As summarized in Table 4.4, students' fluency substantially improved in the post-test, presumably due to their frequent writing practice via dicto-comp. The results of the Wilcoxon Matched-pairs test showed that the difference in all of the three fluency measures was statistically significant ($p < .05$). The rate of increase amounts to as much as 71%, 84%, and 77% for the number of words, T-units, and clauses, respectively. Whereas the number of T-units in the dicto-comp texts was relatively stable over time, its figures soared most drastically in the post individual writing tests. This might be attributed to the different writing settings of the two occasions. In the case of dicto-comp activity, the number of words in the listening

stimuli for the writing task was pre-assigned to around 300 words, thus inevitably confining the range of possible number of T-units to some extent. On the contrary, as for the descriptive writing task in the pre-post tests, students can create the number of T-units at their disposal in accordance with the number of idea units they conceive for their own writing.

TABLE 4.5

Results of Accuracy Measures in Pre- and Post-tests

	Pre-test		Post-test		Sig. (two-tailed)
	Mean	SD	Mean	SD	
EFT/T (%) (<i>n</i> =9)	44.22	11.966	59.33	9.381	0.020
EFC/C (%) (<i>n</i> =9)	61.00	13.702	73.56	6.307	0.023

Table 4.5 displays the results of the measures for accuracy in the pre-post tests. It reveals that significant gains were made in the ratio of both EFT/T and EFC/C ($p = .020$, $p = .023$, respectively), indicating less error production against the total number of T-units and clauses. Interestingly, these results are in marked contrast to the ones obtained from the analysis of dicto-comp texts, which demonstrated no statistical significance in accuracy. One possible reason might relate to the absence of the original text for the pre-post writing test. In performing dicto-comp tasks, students' attention inevitably gets drawn to the elements of TED Talks such as specific vocabulary and sentence structures, consciously or subconsciously, trying to catch up with the quality of the original input. In other words, by their nature,

dicto-comp tasks cannot entirely escape from the mediating effects of the original text, despite with room for adaptability. On the contrary, for the writing task like the pre-post tests, it is totally within students' discretion to decide which sentence structures and lexis to use as well as how to develop the text. Furthermore, it was observed that when involved in individual work, students were more anxious about the outcome of their written product. As a result, when involved in the pre-post tests, students were more prone to use less risky structures and words they could control, rather than the ones they were not sure of, feeling a greater pressure and responsibility for their individual output.

Apart from these factors, prior to the implementation of the post-test, students had actually received a great deal of corrective feedback and scaffolded assistance not only from the teacher but also their peers. Though in the analysis of dicto-comp texts the increased fluency and complexity offset the statistical significance in accuracy, there is a great deal of evidence that students' awareness of grammar and lexis improved noticeably through instruction. In this regard, the conflicting results regarding accuracy in dicto-comp texts and pre-post tests can be explained by the fact that the writing environment of the latter, where students could self-regulate the number of T-units and the use of grammar and lexis, raised the possibility for them to display their increased writing accuracy.

With regard to complexity measures, the number of clause per T-unit and the ratio of dependent clause to clause did not show any statistically significant changes ($p = .445$, $p = .578$, respectively). They even decreased slightly in the post-tests, as indicated in Table 4.6. Based on numerical reasoning, the decrease in C/T

is a predictable consequence since the rate of change in the number of T-units between the pre-post tests is greater than that of the number of clauses over the same period. As in accuracy measures, the results for complexity of the pre-post tests contradict those of dicto-comp texts. In this occasion, however, the trade-off effect between complexity and accuracy operated in a reverse way. It seems that this time the significant growth of fluency and accuracy in the post-test might have come at the expense of syntactic complexity.

TABLE 4.6
Results of Complexity Measures in Pre- and Post-tests

	Pre-test		Post-test		Sig. (two-tailed)
	Mean	SD	Mean	SD	
C/T (<i>n</i> =9)	1.856	0.3539	1.778	0.2386	0.445
DC/C (%) (<i>n</i> =9)	44.11	11.494	42.44	7.715	0.578

Summarizing the findings regarding the three dimensions of writing performance in dicto-comp tasks and pre-post tests, students' writing fluency substantially improved over the course, whereas the trade-off effect intervened between accuracy and complexity. Admittedly, the descriptive and statistical analysis of dicto-comp texts provided valuable insights into the changes in students' writing performance over time. However, given that the first research question aims at revealing the effects of dicto-comp instruction on the enhancement of students' writing skills, the results of the individual written

products need to be prioritized; that is, the findings from the post-tests tell more about changes in students' writing development through instruction.

It seems, therefore, reasonable to conclude that the current dicto-comp instruction featuring the provision of frequent writing practice and systematical feedback had a beneficial effect on students' writing fluency and accuracy. Throughout the course, students were afforded an opportunity to put what they learned into action while engaging in collaborative dicto-comp tasks as well as sentence writing exercises. Even if one failed to retrieve some of the feedback during the actual writing practices in class, it was recalled or reconfirmed through peer interaction and scaffolding. As these writing experiences accumulated over time, students built up self-confidence in L2 writing and developed their awareness of grammatical and lexical usage, which in turn led to the noticeable development of fluency and accuracy in the post-test.

4.1.3. Improvement in Overall Writing Performance

In order to examine whether the current dicto-comp instruction exerted an impact on students' general writing ability, this section demonstrates the scores of four writing components between the pre- and post-tests, along with their statistical significance. As presented in Table 4.7, the differences in the scores of task completion, content, organization, and language use are statistically substantial ($p = .004$, $p = .031$, $p = .008$, $p = .008$ in order). The findings regarding task completion, content, and language use are not surprising, given the results from the

previous comparisons of the pre- and post-tests in terms of fluency and accuracy. To be specific, when it comes to the rise in task completion scores, it mostly stemmed from the increase in the number of words in the post-tests, since one of the scoring subcriteria in task completion was composing a text with more than 200 words. In fact, all of the participants satisfied the condition for the writing quantity in their post-test, while none of them did so in the pre-test. Additionally, it seems that such improvement in fluency also positively contributed to more detailed explanations of a subject matter, thus leading to a rise in the scores of content. With regard to gains in the scores of language use, it is probably attributable to the increase in the number of error-free T-units and clauses in the post-tests.

TABLE 4.7
Scores of Writing Components in Pre- and Post-tests

	Pre-test		Post-test		Sig. (two-tailed)
	Mean	SD	Mean	SD	
Task Completion (<i>n</i> =9)	3.500	0.6124	5.000	0.0000	0.004
Content (<i>n</i> =9)	3.611	0.6009	4.667	0.4330	0.031
Organization (<i>n</i> =9)	3.556	0.5270	4.722	0.4410	0.008
Language Use (<i>n</i> =9)	3.056	0.5270	3.944	0.1167	0.008

Apart from the growth in the scores of task completion, content, and language use, students' ability to put their thoughts together in a coherent way advanced as

well after instruction. This might be closely related to the nature of dicto-comp using TED Talk listening stimuli. The primary goal of TED Talks lies in giving information on a particular subject or justifying their arguments to invite the audience to take an action. To achieve the aim successfully, the speech needs to proceed in a very persuasive manner with appropriate use of supporting details. Exposed to such well-organized listening texts and trying to reconstruct them through dicto-comp tasks, students became naturally accustomed to placing their attentional focus to sequencing what they heard logically. Though they were allowed to take notes of key words while listening to TED Talks, it was challenging for them to remember the exact flow of the content. Since the current dicto-comp task, unlike a typical dictogloss, presented dozens of idea units within a relatively short period time, after listening, students were simply left with concepts and propositions laid out in the talk and forgot the precise wording and the sequence of sentences. Due to the very feature of a dicto-comp task, students spent a considerable amount of time agreeing upon the question of '*what comes next?*' during group discussion and this might have contributed to the result that they made progress in the domain of organization. Additionally, the graphic organizers presented to the students in the preparation stage might have helped them develop a sense of how to connect ideas coherently. Given the aforementioned results, it can be summarized that dicto-comp instruction had a positive effect on student's overall writing performance, in addition to the improvement in fluency and accuracy measures.

4.2. Changes in Interactional Patterns during Dicto-comp Tasks

Seeking the answer to the second research question, the present section tries to unveil the distinctive patterns of peer interaction and their changes over time. To this end, four types of group talk and LREs are analyzed quantitatively in Section 4.1.2 and qualitatively in Section 4.2.2.

4.2.1. Quantitative Changes in Students' Interactional Patterns

Over the course of the present dicto-comp instruction, a total of 2,421 episode units were collected and they were classified into procedural, substantive, writing, and social talk depending on their focus area, as indicated in Section 3.5.2. Table 4.8 displays the raw numbers of the four categories of group talk from Time 1 to Time 4, along with their proportional changes. Regarding the aggregated number of the four talks over time, it steadily increased with a drastic leap between Time 2 and 3. In comparison with Time 1, there was a significant growth (47%) at Time 4 in the total number of episode units of the four talks. Given that both procedural and social talk accounted for relatively low proportions throughout the course, it seems that while working on dicto-comp tasks, students devoted more of their attention to content generation and linguistic problem-solving.

TABLE 4.8**Frequency and Proportion of Four Categories in Group Talk**

	Time 1	Time 2	Time 3	Time 4	Total
Procedural	75	36	69	60	240
	(15.0%)	(6.8%)	(10.6%)	(8.1%)	(9.9%)
Substantive	135	171	168	165	639
	(26.9%)	(32.2%)	(25.8%)	(22.4%)	(26.4%)
Writing	231	276	345	441	1,293
	(46.1%)	(52.0%)	(53.0%)	(59.8%)	(53.4%)
Social	60	48	69	72	249
	(12.0%)	(9.0%)	(10.6%)	(9.7%)	(10.3%)
Total	501	531	651	738	2,421
	(100%)	(100%)	(100%)	(100%)	(100%)

With regard to the total number of each group talk created during the 12-week period, procedural and social talk was produced in roughly equal proportions, accounting for 9.9% and 10.3%, respectively. It is notable that writing talk (53.4%) was generated the most frequently, followed by substantive talk (26.4%). This finding is in line with the results of the previous studies on the production of LREs in collaborative dicto-comp tasks (Kowal & Swain, 1994; Malmqvist, 2005; Nabei, 1996). Presumably, the recurrent instances of writing talk in the present instruction might have resulted from the fact that unlike typical collaborative writing that requires students to devise their own ideas, the focus of dicto-comp activity is

primarily oriented to reconstructing the content of the original text in their words as grammatically correctly as possible. It can be inferred that the provision of listening input prior to actual writing reduced students' burden to create the whole text solely by themselves without any mediated materials. This, in turn, led students to save their time to negotiate what to bring to their dicto-comp writing, decreasing the instances of substantive talk.

In terms of chronological changes in the occurrence of four group talks within each period of time, it was shown that the proportion of procedural talk decreased by 46% at Time 4 in comparison with Time 1. On closer examination of the procedural talk, students' chief concerns were associated with either anxiety about time limit or employment of new tactics to reconstruct the content as efficiently as possible. Thus, it is highly probable that in the earlier phase of instruction when they were not skilled at dealing with overall procedure of dicto-comp, students endeavored to invent their own strategies to complete the text within the allocated time, thereby leading to more frequent occurrence of procedural talk. As for social talk, it did not display any distinctive pattern, accounting for approximately 10% of the total number of group talks throughout the instruction. However, this type of talk served as a barometer of not only students' psychological and emotional state but also of group dynamics concerning the relationship with their peers.

The proportional changes in substantive talk are in contrast with those of writing talk. While the former slightly declined over time, except the period between Time 1 and 2, the latter steadily rose up to 59.8% at Time 4 and the increased rate during the instructional period amounted to as much as 30%. More

detailed analysis of group talk indicated that the time spent on negotiating the meaning of the original text steadily decreased as students' listening skills developed. They did not need to revisit content-related issues as occasionally as they did in the earlier class sessions to reach a consensus among group members. Consequently, the percentage of substantive talk in students' group discussion gradually decreased and students began to put their extra efforts into producing a more accurate text, bringing various aspects of linguistic matters they encountered to their attentional focus. Furthermore, the repeated feedback from both their peers and the teacher enabled them to handle language-related issues successfully, since they became more knowledgeable about language use.

Simply taking a look at the result of proportional changes in content-focused substantive talk, it seems to conflict with the finding discussed earlier that students' fluency improved over the course. It should be noted at this point that the seemingly slightly decreased occurrence of substantive talk itself does not necessarily mean the decline in quantity of students' collaborative text. Students generated substantive talk for the purpose of identifying what they heard from TED Talks and discussing disagreeing points either in the planning stage or right before they wrote down the corresponding sentences. Thus, less production in substantive talk at a certain point, in a comparable perspective, can be interpreted in two ways: students either might have missed out great portions of the talk due to their lack of listening skills or they did not undergo as many disagreements on the content and smoothly advanced to the writing process. Needless to say, the latter applies to this case and such reasoning will be confirmed by the subsequent

qualitative analysis of students' group talk.

Writing talk, which exclusively involved producing LREs, also needs to go through one more verification process to determine whether its increased chronological changes are truly linked to students' more use of accurate language. It is highly probable that incorrectly resolved LREs, no matter how frequently they emerge, do not contribute to yielding linguistically accurate texts. In addition, students might have relied on other resources when they tried to resolve LREs while conducting a dicto-comp task. In fact, in the very earlier phase of instruction, although it was rare, there were times when students asked for the teacher's help or consulted their mobile dictionary when they were stuck. In this sense, the response type and the outcome of four types of LREs were explored further, in an attempt to investigate more precisely the relation between the rise in the writing talk and the students' accuracy development.

As illustrated in Table 4.9, a total of 1,293 LREs were observed in students' verbal interaction. In terms of the distribution of LREs, form-focused LREs comprised the greatest proportion (42.7%) of the total LREs. The most frequently observed grammatical issues in form-focused LREs concerned subject-verb agreement, tense, word form, and sentence structure. Students produced 36.4% of the LREs while deliberating over lexical meanings or selecting proper words. Although mechanics issues (14.2%) were not raised as frequently as grammatical and lexical problems, students constantly placed their attention on the correct use of spelling and punctuation during the instructional period. Discourse-focused LREs accounted for the least proportion of the total LREs (6.7%). However, it is

meaningful in that students tried to maintain the logical thread of the TED talk by linking ideas with appropriate connectors, rather than merely listing what they heard one after another.

TABLE 4.9
Response Types of LREs

	Interactive	Acknowledge- ment	Non- interactive	Other	Total
L-LREs	435	24	3	9	471 (36.4%)
F-LREs	477	48	21	6	552 (42.7%)
M-LREs	129	48	3	3	183 (14.2%)
D-LREs	72	12	3	0	87 (6.7%)
Total	1,113	132	30	18	1,293 (100%)

Note. Interactive: involves at least two people to solve language-related issues

Acknowledgement: simple acceptance (e.g., yes, right, okay)

Non-interactive: ignored

Other: responded by the teacher or other resources such as a dictionary

Regarding the response pattern of LREs, in most cases, students cooperatively resolved language-related issues in a series of turn-taking exchanges with their group members. Only 3.7% of the total LREs were either responded by other resources or elicited no attention from peers. Despite the prevalence of the interactive pattern across the types of LREs, there was a slight difference when it came to the proportion of each response type. Particularly, the response type of

acknowledgement took a marked proportion (26%) in mechanics-focused LREs. This is attributed to the fact that the way students resolved mechanical aspects of language was much shorter and more straightforward. They generally initiated mechanics-focused LREs to request spellings of words or to remind a scribe of the punctuation that he or she mistakenly unmarked. Most of the time, this type of interaction ended up with simple acceptance to the suggestions.

When it comes to the analysis of the outcomes of LREs, Table 4.10 apparently demonstrates that students tended to produce more correctly resolved LREs as time passed. Despite the drastically increased number of LREs, students showed a remarkable performance, resolving 90.4% of all the generated LREs. To put it differently, they exhibited a higher rate of correct problem-solving, in the face of more linguistic difficulties to be dealt with in the latter phase of instruction. This result is closely relevant to the previously stated finding that students produced linguistically more accurate texts at Time 4. It was revealed that students' collaborative dicto-comp text is, indisputably, a written output that directly reflects the outcome of their negotiating process concerning linguistic problems. It was only the times when scribes made an error that there was a disparity between group discussions and their corresponding texts, which accounted for only 0.4% of the entire cases.

TABLE 4.10
Outcome of LREs in Writing Talk

	Outcome	Time 1	Time 2	Time 3	Time 4	Total
L-LREs	Correctly	78	102	93	144	417
	Incorrectly	6	24	3	9	42
	Unresolved	3	3	6	0	12
F-LREs	Correctly	54	87	150	144	435
	Incorrectly	18	18	30	15	81
	Unresolved	9	6	9	12	36
M-LREs	Correctly	30	24	33	84	171
	Incorrectly	9	0	3	0	12
	Unresolved	0	0	0	0	0
D-LREs	Correctly	21	9	18	27	75
	Incorrectly	0	3	0	0	3
	Unresolved	3	0	0	6	9
Percentage of correctly resolved LREs		183 (79.2%)	222 (80.4%)	294 (85.2%)	399 (90.4%)	

Taking the aforementioned quantitative findings into account, it seems that there operates a virtuous circle. Providing students with an opportunity to practice writing and receive regular feedback not only lessened students' psychological inhibition toward English writing but also greatly raised their language awareness. This probably gave a tremendous boost to the students' confidence in writing and

their active involvement in group discussions aiming to solve a range of linguistic problems. As a result, it appears that the quality of students' verbal interaction improved, which in turn led to changes in writing quality of collaborative dicto-comp texts as well. The comparative analysis of the pre- and post-tests served as convincing evidence that dicto-comp instruction had a substantial impact on students' overall writing ability to produce more fluent, accurate, and coherent texts. The following sections are dedicated to reexamining this interpretation on the basis of a qualitative approach by looking into students' interactional patterns and their perceptions of the present dicto-comp instruction in relation to L2 writing development.

4.2.2. Qualitative Changes in Students' Interactional Patterns

A number of studies on collaborative writing to date have recognized the salient features of peer interaction that promote L2 learners' collective scaffolding (De Guerrero & Villamil, 1994; Ohta, 1995, 2001; Swain & Tocalli-Beller, 2002). Some of the frequently noted characteristics of peer-peer dialogue include providing scaffolded assistance, generating co-constructed solutions, and mediating language development. In the present dicto-comp instruction, group discussions also served as a venue for raising students' awareness of grammatical and lexical use of language by drawing their attention to linguistic forms and meanings. In addition, it helped students translate sentences and revise errors through their shared linguistic expertise (Fung, 2010). In brief, they either

reinforced or revised their existing L2 knowledge, while accepting or questioning other members' suggestions and explanations to solve initiated LREs during face-to-face interaction. Apart from the aforementioned benefits of peer interaction addressed in previous literature, this section attempts to illustrate, from the qualitative perspective, the characteristics of students' interactional patterns and their chronological changes, if any, during this particular instruction. By doing so, it seeks to uncover the possible connection between peer interaction and students' writing development accompanied by language learning.

4.2.2.1. Reflecting Feedback from Writing Conferences: “According to the Teacher”

As stated beforehand, in the entire course of dicto-comp instruction, students had six individual writing conferences with the teacher in an intensive manner. In addition to the errors in their collaborative texts, the teacher dealt with the most conspicuously emerged incorrect language use in their individual writings. As the instruction proceeded, it was recurrently witnessed that students referred to the feedback they received from the writing conference and tried to reflect it in their joint work. This was indeed a noticeable change since in the earlier phase of instruction, the only times when they referred to “the teacher” in their group talk were instances of either asking for help or expressing their concerns about the following conference after feeling unsatisfied about their written outcome. Excerpts 1, 2, and 3 display how students offer guided assistance by bringing up

the feedback afforded by the teacher.

Excerpt 1. Group C Interaction_TED Talk #6 (Sept. 30)¹⁵

- 1 Minsu: How well they would stop when there is a pedestrian
2 Junseo: When they saw a pedestrian
3 Dohun: “*How well?*” This doesn’t mean how much they would stop, either.
4 Junseo: Let’s take “*how well.*”
(*Junseo writes “how well they stop **in front of the people.**”*)
5 Dohun: (*After seeing Junseo write “in front of the people”*) Look! We’ve
already used “*people.*” It’s redundant. **The teacher told me not to
use the same word repeatedly. What about “the person”?**
6 Minsu: Hey, I heard that they had posed waiting to cross at a crosswalk
before the car stopped.
7 Junseo: Wait a second. “*People*” or “*person*”?
8 Dohun: Let’s go with “*person.*”
(*Junseo erases “people” and writes “person” instead.*)

[Reconstructed Text]¹⁶

Lastly, in third experiment, I made people to ride cars with various
expensiveness, and monitored that when they saw pedestrian, how well they
stop **in front of the person** who posed to pass the crosswalk.

Excerpt 1 shows the tendency to substitute redundant words observed in Group C. When Dohun saw Junseo writing the phrase “*in front of the people,*” he promptly pointed out the repeated use of “*people*” within the same sentence, making a reference to the teacher’s feedback (line 5). In the writing conference, students were advised to replace repetitive lexis with other expressions such as synonyms. From the perspective of lexical coherence as well, Dohun’s feedback made good sense since the former “*people*” contextually indicated the drivers,

¹⁵ All of the students’ remarks in each excerpt were translated into English. The words in double quotation marks indicate that they were spoken in English. The sentences in bold font represent the points to be highlighted in discussion.

¹⁶ The reconstructed texts collaboratively produced are transcribed verbatim including errors.

whereas the latter “*people*” Junseo wrote at first try was supposed to refer back to the pedestrians.

The attempts to apply what was learned from the individual conference to actual writing were constantly spotted in Group A as well. Excerpt 2 shows how students try to fix their habitual practice of starting a sentence using a coordinating conjunction “*and*.”

Excerpt 2. Group A Interaction_TED Talk #11 (Nov.11)

- 1 Noa: So, Marx considers...
- 2 Somin: What about “*Marx considers alienation of labor*”?
- 3 Yuna: Do you mean that we should finish the sentence here?
- 4 Somin: (*To Noa*) Do you understand what I mean?
- 5 Noa: Yes.
- 6 Yuna: Then, does “*Also*” come next? Or “*And*”? Ah! **The teacher told me not to use “*and*” in the first place of the sentence.**
- 7 Somin: Right. We’d better not break this sentence. Let’s connect it with “*and he*” after the word “*connection*.” Write “*and he*” without using a comma.
- 8 Yuna: Okay. (*Yuna writes the sentence as suggested.*)

[Reconstructed Text]

On the other hand, Karl Marx focuses on how people think about connection **and he** considers alienation of labor.

According to English usage, it is perfectly acceptable to use “*and*” as the first word of the sentence. However, students’ overuse of the conjunction went so far as to unnecessarily break linked one sentence into two separate independent clauses through the sentence-beginning “*And*.” Thus, the teacher suggested that they should either keep the clauses connected or drop the conjunction “*And*” and change it into a semantically more proper connector. In Excerpt 2, Yuna came up

with two options for the possible connector and instantaneously realized that the second choice “*And*” was not in accord with the teacher’s comment (line 6). This was acknowledged by Somin and faithfully reflected in their collaborative text. Despite the use of a redundant pronominal subject “*he*,” the above interactional pattern clearly displays the students’ efforts to combine the two related propositions by using “*and*” instead of leaving them split, as guided in the conference.

It was Group B that exerted the best endeavors to follow the teacher’s advice in producing the joint written text. There were 20 instances of feedback retrieval where Group B touched upon a range of linguistic issues in relation to their erroneous writing practices. In particular, Arin played a key role in reminding the other members of what they learned in the writing conference, as shown in Excerpt 3.

Excerpt 3. Instances of Adopting Teacher’s Feedback in Group B

(3-1) Boram: (*She writes “participants who are poor or rich were suggested ten dollars.”*)

Arin: **By the way, when I used “*suggest*” before, the teacher told me that it didn’t fit into the context.** We need a word that has the same meaning as “*provide*,” right? Then, we should use “*offer*” instead.

(6th period, Sept. 30)

(3-2) Boram: (*After writing “people stressed a lot”*
“*Were*” or “*are*”?

Arin: “*Were*” Well... No! Isn’t it wrong to use a passive for “*die*”? **I got corrected when I used its passive form before.**

(8th period, Oct. 21)

(3-3) Euna: (*She writes “the powerful tend to be more confident, assertive, abstract, optimistic.”*)

Arin: You should insert “*and*” after “*abstract*.” **According to the**

teacher, we need to put “*and*” before the last item listed.

(9th period, Oct. 28)

(3-4) Euna: We can put our thoughts into our writing.

Arin: Right. **You remember that the teacher asked us to construct our own meanings.**

(10th period, Nov. 4)

In fact, Arin’s English proficiency was not as good as that of Euna and Boram, as presented in the description of the participants. However, owing to her cheerful personality and close rapport with the other members, she was not left as a passive observer, getting actively involved in the entire process of dicto-comp activities. Furthermore, as revealed in the above excerpt, despite her inadequate command of English, she tried her best to meet the teacher’s expectations, acting as a primary source of corrective feedback with regard to word choice, verb form, parallel structure, and even task management. As a result, she turned out to be the one of the three students who showed the most noticeable improvement in writing ability after instruction, increasing her score from 12 to 18.5 in the post-test.

Of the interactional patterns observed in Group B, the most rewarding change, as a teacher, was that not only did they pool their existing L2 knowledge to solve LREs, but they even challenged themselves by experimenting with what they had learned—something that the teacher had anxiously wished to occur, although with little expectation.

Excerpt 4. Group B Interaction_TED Talk #8 (Oct. 21)

1 Euna: Shall we write “*view*”?

2 Arin: “*Regard*”

- 3 Boram: That's good!
- 4 Euna: Do you think it is better to use "*regard*" here?
- 5 Boram: "*Who didn't regard*"
- 6 Euna: Then, what about making the sentence using a participle clause?
To make it more fun! **The teacher asked us to experiment with
what we'd learned.**
- 7 Arin: Great idea!
- 8 Boram: "*People regarded*"
- 9 Euna: "*Regarding*"
- 10 Boram: Ah!

[Reconstructed Text]

People not **regarding** the stress as harmful lived longer than less stressed people.

As indicated in Excerpt 4, for Boram's attempt to use a relative clause as a postmodifier of the noun "*people*," Euna came up with another way, that is, a participle clause, in an effort to avoid their typical writing practice (line 6). In fact, three weeks before this period of instruction, students had completed the 8th sentence writing worksheet featuring participle clauses and received feedback regarding the assignment. This implies that as they were able to manipulate a certain structure at their disposal, they were eager to express syntactic diversity in their writing, going beyond the level of merely generating the content of the original text.

4.2.2.2. Expressing a Desire to Write their Own Version: "I'd Like to Write This"

Another prominent feature noticed in student's interactional patterns was that they began to increasingly demonstrate the desire to adopt a portion of their

individual writing for their collaborative text. In the earlier phase of instruction, it seemed that most of the participants bore a great deal of burden as the other group members were trying to extract some parts from their individual writing, probably due to the uncertainty of what they heard and the lack of confidence in writing. They might have felt as if they had to take all the responsibility for the errors spotted in the extracted part. Occasionally, this even led to underestimating remarks concerning their writing ability such as “*My writing is not worth referring to.*”

From the time when they got hold of how dicto-comp tasks worked, however, they started to show no inhibitions about making their voice heard, saying “*I’d like to write this.*” In Excerpt 5, Euna exhibits a strong wish to adopt a part of her individual writing, “*how easy using the product is*” (line 5).

Excerpt 5. Group B Interaction_TED Talk #7 (Oct. 14)

- 1 Euna: “*How beautiful*”
- 2 Boram: Yes. How beautiful... “*their products is*”
- 3 Euna: “*Are*”
- 4 Bram: Oops! (*Boram changes “is” to “are.”*)
- 5 Euna: Do we have to connect this with “*and*”? **By the way, I wrote about how easy using the product is. I’d like to write this!**
- 5 Boram: Okay. Let’s write it. Shall we write “*how simple*”? Or...
- 6 Arin: “*Simple*”... “*simple to use*”
- 7 Boram: Yeah.

[Reconstructed Text]

When general businesses introduce their products to customers, they tell customers what they made, how beautiful their products are and **how simple to use.**

It needs to be noted here that the subject who initiated and decided upon a specific

part of the individually reconstructed text was not the other members, but the writer herself. Definitely, dicto-comp activities are meant to make the best use of individual writing resources. Still, the discourse pattern in Excerpt 5 is fairly different from that of earlier periods of class. In the previous group discussions, the routine procedure for excerpting some parts from individually produced texts proceeded in the following sequence: a) First, they addressed “what they wrote” regarding the target thematic proposition, not “what they wanted to write.” b) Second, a particular version was chosen by group consensus. c) Lastly, they refined the selected phrases or sentences to make them grammatically and lexically correct and diverse. In the earlier stage, students merely reported what was written in their individual writing and never took an active stance toward their contribution of producing collaborative dicto-comp texts.

Going one step further, students even felt such a strong attachment to their own writing that they competed with each other to make theirs included in the joint text. Excerpt 6 displays that there was a subtle tension among group members in relation to inserting their own version of individual writing.

Excerpt 6. Group C Interaction_TED Talk #11 (Nov.11)

- | | | |
|---|---------|--|
| 1 | Junseo: | How did you guys write about a pin factory? |
| 2 | Dohun: | I wrote like this. <i>“There are two types of way which produce pin by twelve steps in pin factory.”</i> |
| 3 | Juseo: | That’s great! Let’s take it. (Dohun is writing down the sentence.)
<i>“Process”</i> |
| 4 | Dohun: | Where? |
| 5 | Juseo: | <i>“There are two types of process”</i> |
| 6 | Minsu: | From “way” to “process” |
| 7 | Dohun: | Okay. That sounds fancier! |

- 8 Junseo: There are two types of process... “which”... (*Junseo is thinking over how to write after “which.”*)
- 9 Minsu: “Which”...
- 10 Dohun: **I’ll write mine, then.**
- 11 Junseo: (*long pause*) “Which a pin factory can take” “One is”... (*Dohun writes as Junseo says.*)
- 12 Minsu: **I’ll write my version for the next part.**
- 13 Dohun: **Is “one is” from yours? It’s mine. (*in an assertive tone*) “One is” came from my writing.**

[Reconstructed Text]

For example, there are two types of process which a pin factory can take. One is that one person takes all twelve steps. The other is

As can be seen above, Junseo took a part of Dohun’s writing, regarding it as a good starter of introducing two types of pin-making process (line 3). However, he was unconvinced of Dohun’s remaining relative clause, “*which produce pin by twelve steps in pin factory,*” probably due to its ungrammaticality. While Junseo implicitly refused to include the relative clause and deliberated over how to write after “*which,*” Dohun insisted on completing the sentence by using his version (line 10). The situation seemed to be resolved when Junseo finally broke the long pause and came up with the revised relative clause (line 11). Yet, this time Minsu expressed his intention to exploit what he had created for the next sentence (line 12) and his trial instantly sparked Dohun’s claim that “*one is*” came from his writing (line 13).

In this excerpt, the word “*mine*” or “*my*” kept emerging and students felt intensely engaged with the ideas or contents expressed in their individual writing. Actually, in the earlier phase of instruction, since Junseo possessed a relatively higher writing ability compared to the others, both Dohun and Minsu tended to

rely on him in reconstructing TED talks. Such group dynamics began to change as Dohun and Minsu built up more confidence in writing and their language awareness developed progressively. Rather than accepting Junseo's ideas as they were, they took a critical stance toward them and sometimes produced a better quality input than Junseo's. They no longer felt afraid of sharing the ownership and responsibility of their collaborative text, thereby making an equal contribution.

4.2.2.3. Developing a Repertoire of Meaning-making Tactics: "I Wrote a Novel"

There was a great deal of evidence that the present dicto-comp tasks promoted students' meaning-making skills. There were many times when the participants needed to fill the gap between what they captured and the content of the original by looking for a thread of logic and connection between their fragmented ideas. In order to have their collaborative text soundly reconstructed as a coherent text, they devised a couple of meaning-making tactics: readjusting the sequence of what they heard, inferring or dropping the content, and even adding their own concluding remarks. Excerpts 7, 8, and 9 demonstrate students' struggle to ensure clear connection of their ideas.

Excerpt 7. Group B Interaction_TED Talk #2 (Sept. 2)

(The scribe Euna has just written "Too many options make people feel frustrated and confused. As a result, they make poorer decisions.")

1 Euna: What I heard is that offering an option is not giving an

- opportunity. “*Imposing*”... I mean it’s imposing constraints.
- 2 Boram: **Then, we should have written that first.**
- 3 Arin: Right! Just go on to write this sentence. We can mark an arrow to let the teacher know the sequence.
- 4 Euna: Okay. Let’s write!
 (After a series of exchanges, Euna completes a sentence “Giving options is not only an opportunity, but also imposing constraints.”)
- 5 Euna: The speaker also said when people are given more than 10 options, they feel confused.
- 6 Arin: Oh, my!
- 7 Boram: **We put this sentence too early.**
- 8 Arin: I think so, too. “*Too many options*,” this is the problem.
 Considering the flow, we’d better put it at the end as a consequence.
- 9 Bram: Let’s remove it and move it to the end.
- 10 Euna: That’d be nicer!

In Excerpt 7, while generating the content of the TED talk, students recognized that they made the mistake of sequencing sentences improperly, thus reversing the cause and effect relationship between them (lines 2, 7). Realizing that inserting an arrow mark was not an ultimate solution, they ended up making a modification to the existing sentence ordering. As indicated in this collaborative dialogue, such awareness solely stemmed from their perception of contextual flow as well as their innate intuitions regarding what makes more sense (line 8), not from their memory. This clearly shows that besides aspects of content and language use, students take organizational structure into account as well, in producing their collaborative texts.

Excerpt 8 displays student’s exploiting two different types of meaning-making tactics, seemingly the opposite, inferring the content and taking out the part where they failed to grasp its meaning in relation to adjacent sentences.

Excerpt 8. Group A Interaction_TED Talk #8 (Oct. 21)

- 1 Somin: “*But for the past 10 years*”... You guys heard like this, don’t you?
2 Yuna: **Yes. I made up the story from the part “*but I fear teaching people.*”**
3 Somin: What is “*fear teaching*”?
4 Yuna: Doesn’t it mean that she was afraid of teaching something?
5 Somin: I heard “*fear*” too, but I didn’t write it because I didn’t know how to connect it.
6 Yuna: I interpreted that part like “*I fear teaching people because I think stress makes people sick.*”
7 Somin: Ah... But... It doesn’t sound quite right. Did she feel a sense of fear when teaching people?
8 Yuna: I heard “*fear*,” so...
9 Somin: I also heard the word. I’m sure. But how can we use it?
10 Yuna: **That’s why I made up the sentence... I heard “*but I fear.*”**
11 Somin: Then, let’s write as you did.
12 Noa: I think Somin’s sentence makes more sense. **Is there any reason for her to fear teaching people? Sounds strange.**
13 Yuna: Did I mishear, then?
14 Noa: **It seems yours isn’t well connected with the preceding sentence.**
15 Yuna: **Let’s drop it, then.**
16 Somin: You surely heard the word. Is it okay to take it out?
17 Yuna: **Yes. We are not sure about where it fits in the context.**
18 Somin: Okay. **Let’s remove it and focus on what we heard.**

[Reconstructed Text]

I’m health psychologist and my mission is to make people healthier and happier. **But last ten years, I teached people stress is more harm than good.**

[Original Text]

I am a health psychologist, and my mission is to help people be happier and healthier. **But I fear that something I’ve been teaching for the last 10 years is doing more harm than good, and it has to do with stress.**

As indicated in Yuna’s remarks in line 2, she exerted her best endeavors to create meaning with the phrase she heard “*but I fear*” (lines 2, 10). In fact, the original text indeed contained the expression. It is meaningful that she chose to incorporate what she heard within the overall flow of her text, rather than ignoring or dropping

it. However, in order for such inferred sentences to be reflected in the collaborative text, they needed to go through an evaluative procedure as to their suitability to elicit group members' consensus. It was Noa who raised a problem embedded in Yuna's sentence, which could be misinterpreted as if the speaker feared teaching people itself, not the fact that what she has taught about stress was doing more harm than good (line 12). Finding Yuna's version unfit for the current flow of the context, the members in Group A, who were not sure of where it emerged from the talk, eventually decided to remove it from their joint text (line 18). This excerpt displays that even if students heard a certain phrase or sentence, they were determined to drop it for the sake of unity and coherency in meaning (lines 14, 15). Whether they inferred or dropped the content, the underlying cause of their behaviors was the same, that is, their perception of whether it fits into the context or not.

Furthermore, the researcher noticed some cases where the students even devised their own concluding remarks that contained a main theme, in an effort to make a complete and organized text. As indicated in Excerpt 9, the students in Group B composed the additional two sentences when reconstructing the 10th TED Talk, which addressed the three ways to make the office a better place for people to work (line 6). Though the participants were never asked to make a conclusion, they voluntarily summed up their collaborative dicto-comp text by extracting a gist of the talk (line 1, 5). This tendency apparently provides the evidence that students perceive dicto-comp as a writing task where they need to produce a coherent text that carries a series of logical thoughts and to actively construct their own

meanings, not as an activity for enumerating the details of the talk.

Excerpt 9. Group B Interaction_TED Talk #10 (Nov. 4)

- 1 Arin: **Now, let's make a conclusion.**
2 Euna: "*In short*" or "*The bottom line is that*"?
3 Bram: Since we used the "*the bottom line*" previously, what about writing the other? Uhm... "*In short, by using these suggestions*"... You can work more effectively!
4 Arin: (*She writes down what Boram says.*) "*You can work more... effectively*"?
5 Euna: **Yes, this is the point here.** (*speaking out loud the spelling of "effectively"*) t. i. v. e. l. y... "*In the office*"... No, no. "*In your office*" would be better.
6 Boram: **Shall we add "*give it a try*" or something like that?** How do you like it?
7 Arin: Sounds good!
8 Euna: Let's use "*why don't you try...*"?
9 Arin: Both are the same, anyway.

[Reconstructed Text]

In short, by using these suggestions, you can work more effectively in your office. Why don't you try these suggestions?

Apart from the above excerpts, it was frequently observed that students attempted to reconstruct meanings and identify rhetorical relations from unordered sets of phrases or sentences they wrote down. Though Yuna's meaning-making attempt ended up with removal due to its misleading nuance in Excerpt 8, students' inferences drawn from the context was mostly appreciated by group members and turned out to be intelligent guessing. In relation to students as an active creator of meaning, one interesting finding was that they kept referring to their reconstructed text as a "*novel*," as shown in Excerpt 10.

Excerpt 10. Instances of Students' Referring to their Text as a "Novel"

- (10-1) Euna: I wrote "*Choices are more present in America than in East Europe.*" I made it up. No.. no... I didn't make it up, but inferred from the context. I understood this part like the art of choice is more affected by our background. Mmm... (pause) **Frankly speaking, this is a novel. (Hahaha)**
Arin: You're awesome!
(Group B_2nd period, Sept. 2)
- (10-2) Somin: Wow! You guys captured a lot today.
Yuna: Oh! Yours is very similar to mine.
Noa: **But I wrote a novel.**
Yuna: **Same here.**
Somin: **I guess everyone writes in the same way.** Anyway, let's start!
(Group A_8th period, Oct. 21)
- (10-3) Minsu: I told you that **a novel accounts for 99% in my writing.**
Junseo: Don't worry. Mine is more like a novel too. **But writing a novel is not bad, as long as we interpreted the content.**
(Group C_11th period, Nov. 11)
- (10-4) Minsu: Now we are writing a new version without referring to our individual texts.
Junseo: It seems we are. **This is a real collaboration! Real collaboration!** As I see it, we seem to produce almost the same level of collaborative texts since the 9th period. **We're writing a novel from the period on.**
(Group C_11th period, Nov. 11)

The result of NVivo word frequency query revealed that students named their reconstructed text "*novel*" as many as 33 times in group talk. On the surface, it seems that students used the word "*novel*" to indicate that they reconstructed the content of the original by making some inferences and adding their own imagination, if necessary. On closer examination, the implied meanings behind the word "*novel*" slightly changed as instruction proceeded. In (10-1) of the above excerpt, it is evident that Euna had little conviction that her version would be

correct. At first, she smoothly explained what she wrote to her members, stating that it was based on her inference from the context. After finding her logic rather awkward, however, she abruptly settled the situation by referring to her version as a “*novel*” with a bashful smile. Consequently, this led to lowering the reliability of her interpretation. In Euna’s remark, the meaning of “*novel*” is more like that of a fictional or imaginary story.

On the contrary, both in (10-2) and (10-3), “*novel*” encompasses the process of students’ active creation of meanings. Considering the comments of Somin and Yuna in (10-2), it can be inferred that Noa’s reconstructed version for the 8th period successfully captured most of the contents of the original. Undoubtedly, Noa’s response of “*But I wrote a novel*” includes some degrees of uncertainty regarding his reconstructed text. However, the folk term “*novel*” here represents what the current dicto-comp instruction is aiming at, namely, the process in which students actively elicit meanings and connect ideas by taking advantage of compensatory strategies such as intelligent guessing. The core of writing a novel is “creation” and dicto-comp tasks encourage students to reconstruct a text in their own words, not to reproduce the exact copy of the original. The statement made by Somin—“*I guess everybody writes in the same way*”—displays her acknowledgement that dicto-comp activities naturally involve such meaning-making processes to produce a reconstructed text. By the same token, Excerpt (10-3) also presents Junseo’s positive perception of reconstructing meanings on the basis of what they have heard. In response to Minsu’s concerns about his performance, Junseo reassures him that creating their own version is appreciated

as long as it corresponds with the content of the target text.

The excerpts addressed so far have touched upon students' incorporation of meaning-making into their individual writing. As dicto-comp instruction moved forward, students' ability to so-called "write a novel" extended to their collaborative text. In the earlier periods of class, each member's individual texts played a key role in completing their joint text. Thus, it was possible to keep track of the sources of specific parts in the collaborative work. As indicated in Minsu's comment, however, at some point, students started to "deconstruct" their individual texts in order to "reconstruct" their collaborative texts. Junseo's evaluative remark on the group work in (10-4) evidently shows that they broke the conventional collaboration practices of their own. Junseo was rather impressed by the quality of their written outcome resulting from the changes in the interactional pattern of his group, excitingly referring to it as the result of "real collaboration."

As discussed above, a number of excerpts from students' group talk clearly demonstrate that students acted as an active meaning creator while performing dicto-comp tasks and the degree of their involvement in reconstructing meanings continued to increase, going so far as to deconstruct their individual writing. In addition to the aforementioned compensatory tactics, students used strategies of substitution, avoidance, and re-reading in order to bring the meanings of the original text to life within their capacity. Thus, it can be inferred that students' great improvement in an area of organization in the post-test, which quantitative analysis of dicto-comp output could not explain, resulted from their practice in producing a coherent text by logically linking reconstructed meanings in their own

words.

4.2.2.4. Exhibiting Goal Setting on Writing Quantity: “We Need to Write As Long As Possible”

As dicto-comp instruction advances into the latter half, students began to show goal-setting behaviors in relation to writing quantity. In particular, Group C demonstrated a drastic change in their attention to the length of the finished written product. Junseo’s remark in (11-1) indicates the fact that he was not deeply caring about time management since he knew the quantity of his group writing would fall short of the teacher’s expectations. In the 6th period, however, he initiated the suggestion that they should write more than one page, as seen in (11-2), and his group indeed achieved the goal for the first time. Junseo’s goal-oriented writing performance also invited the other members to direct their attention to the length of collaborative texts, as illustrated in (11-3). Minsu insisted on increasing the quantity of their writing so that they could accomplish meeting their goal three weeks in a row, which he thought was a “miracle.” Such a quantity-based goal greatly helped Group C stay motivated to concentrate on the writing task more intensely and cooperatively. In Excerpt (11-4), students are fully enjoying a sense of pride and achievement after they successfully completed writing a one-page text through their collaboration.

Excerpt 11. Changes in Group C's Attitude toward Writing Quantity

- (11-1) Teacher: Watch out your time limit!
Junseo: Don't worry. **Whatever we write, we'll have quite a time left anyhow.**
(2nd period, Sept. 2)
- (11-2) Junseo: Conducted an experiment... **Let's write more than one page!**
Minsu: Sounds good!
Dohun: Could we do that this time?
(6th period, Sept. 30)
- (11-3) Minsu: We should write more than one page.
Junseo: It's okay not to do so. Even if we stop here, it's not so bad.
Minsu: **If we write more than one page this time, that's three weeks in a row. It would be a miracle! Miracle!**
(8th period, Oct. 21)
- (11-4) Dohun: *"Actually meetings are needless and useless."* Great! **We completed writing one page.**
Junseo: **The miracle happened!**
Dohun: I didn't think we could make it by using our individual writings.
Junseo: *(In an excited voice)* Did you guys notice it? We still have two minutes left.
Minsu: We did a really good job!
(10th period, Nov. 4)

Goal-directed behaviors regarding the length of the text prevailed across groups and students even invented their own strategies to increase it. While Excerpt 11 illustrates students' attention to the overall length of their written output, Excerpt 12 displays a range of small tactics they employed within a sentence level to maximize their text quantity. In (12-1), Group A chose the relative clause *"who have the optimism bias"* as a modifying element of *"people"* since it was lengthier than the adjective *"optimistic,"* despite little difference in meaning between the two alternatives. Likewise, (12-2) reconfirms the fact that

students preferred longer words or expressions to contracted forms, if there were no lexical differences. In addition, as can be seen from (12-3), they tended to spell out the numbers and symbols emerged from the text, opting “*forty-three percent*” rather than “43%.” Somin’s taking “*Karl Marx*” instead of “*Marx*” in (12-4) arose from the same motive as that of the other students.

Excerpt 12. Instances of Inventing Strategies to Increase Writing Quantity

- (12-1) Euna: Is “*optimistic people*” wrong?
 Arin: Isn’t it the same as “*people who have the optimism bias*”?
 Euna: **Let’s just go for the longer one.**
 Arin: Okay. Just write “*people who have the optimism bias*.”
 (Group B_4th period, Sept. 16)
- (12-2) Minsu: “*Others*”?
 Junseo: Change it to “*other companies*.” **The longer, the better.**
 Dohun: Of course! **We should go on to the next page today.**
 (Group C_7th period, Oct. 14)
- (12-3) Minsu: As much as 43%
 Junseo: “*More risk of dying*”... You’re spelling out numbers and symbols.
 Dohun: **That makes ours longer.**
 (Group C_8th period, Oct. 21)
- (12-4) Yuna: Do we write “*Karl Marx*” or “*Marx*”?
 Somin: Karl Marx! **We should make it longer. Let’s write more than one page by all means.**
 (Group A_11th period, Nov. 11)

Aside from the tactics mentioned above, students tried to take full advantage of paragraphing to fill in the space provided for writing. In one occasion, Junseo showed his preference for the past tense on the ground that it could yield a longer text than the present. According to Beauvais and Passerault (2011), students’ goal-oriented mindset makes their attention drawn to the elements that will assist them

in reaching their objective. Once students set a goal of writing more than one page, they were inclined to direct their focus to achieving the aim, exploiting all of their writing techniques. The important thing to note here is that it became possible for the participants to manipulate their text quantity as they wished. It can be inferred that students' goal-setting performance in relation to the length of their written outcome promoted the rise of students' writing fluency in dicto-comp texts.

4.3. Students' Perceptions regarding the Efficacy of Dicto-comp Instruction

In relation to the third research question, this section qualitatively presents students' reflections on their writing experiences in dicto-comp instruction, making reference to the corresponding excerpts from the interview. Each section addresses positive aspects of the present instructional model, which was frequently perceived by the participants, including intriguing listening materials for dicto-comp tasks (Section 4.3.1), facilitating effects on confidence in English writing (Section 4.3.2), and increasing awareness of language use and text organization (Section 4.3.3).

4.3.1. Motivated by Intriguing Contents of TED Talks

In dicto-comp instruction administered in the present study, TED Talks served as a writing prompt that directed students what to write about. Needless to say, it is

essential to provide students with an appealing and interesting writing topic to maximize their active involvement in writing process. In this respect, it seems that TED Talks in the current dicto-comp instruction played a key role as a determining factor of triggering students' motivation to write. It was the words “*fun*” and “*interesting*” that recurred the most in students' reflections on their writing experiences. It is well known that the secret of the constant popularity of TED Talks at a global level lies in their contents full of inspiring and innovative ideas in a variety of fields. Such intriguing subject matter sparked the students' curiosity and interest to the extent that they were anxious to know which TED Talk would be covered for today's class. Excerpt 13 provides a clue as to what elements of the current dicto-comp instruction employing TED talks led to students' motivation and interest in learning and writing English.

Excerpt 13. Students' Reflections: Intriguing Contents of TED Talks

- (13-1) **This class aroused my interest in English. I like associating what I learn with a relevant story, rather than memorizing it off the textbook.** I've normally taken English classes centering on memorizing vocabulary and grammar points. Listening to TED Talks was really fun and it got me more interested in English. It was effective to learn from the context without analyzing sentence structures.
(Somin's response in the interview)
- (13-2) **TED Talks were different from typical listening materials full of conventional expressions. I liked listening to various experiences and practical knowledge from English speakers.** It sparked my interest in both listening and writing.
(Junseo's response in the interview)
- (13-3) Though it was hard to perform dicto-comp tasks after listening to TED Talks, **the contents of the talks were great fun unlike those of textbooks and reference books. This class was the most enjoyable one**

I've ever taken. If given the opportunity to attend this type of class one more time, I hope it would be held on a more frequent basis and for a longer period of time.

(Euna's response in the interview)

- (13-4) At first, because I was not good at English, I doubted whether I could make it through this class. But, as class progressed, **I was getting more attracted by the contents of TED Talks.** I once considered English as one of the subjects I had to study. **But now I got more interested in English,** while listening to TED Talks along with the teacher's explanations related to them.

(Arin's response in the interview)

As indicated above, students commonly pointed out that the listening stimuli for dicto-comp tasks were markedly different from those of textbooks they normally dealt with. In (13-1), Somin found her experience of performing dicto-comp activities amusing and enjoyable, since it enabled her to figure out the contents to be reconstructed by making associations and inference, not by applying what she previously memorized. The analysis of group interaction reconfirmed her preference for inferencing over memorization and revealed that she outperformed the other students in terms of connecting ideas through intelligent guessing and reasoning.

Similarly, Junseo and Euna reported in (13-2) and (13-3), respectively, that they were intrigued by the authenticity and inspiration that TED Talks embody. As alluded to in Junseo's remarks, TED Talks are authentic in origin and thus inevitably carry elements that characterize a natural speech such as hesitations, false starts and fillers, unlike the recordings from textbooks or conventional listening comprehension questions. In addition, students can see the speaker's facial expressions and gestures as well as the audience's spontaneous responses,

which correspond with the message he or she conveys. Accordingly, compared to the typical listening materials, TED Talks present students with a more vivid and stimulating contextual framework that fosters their inferencing skills by making the most of various cues prevailing throughout the talk.

In addition to the authentic nature, all the excerpts above show that TED Talks fulfilled students' intellectual curiosity that fueled a desire to learn. Captivated by their appealing and curiosity-arousing contents, students had growing expectations regarding what would come next and consequently engaged in more attentive listening, which is a vital prerequisite for effective dicto-comp performance. Furthermore, students' focus on the contents of TED Talks induced an additional effect on their motivation to learn English. In order to obtain the ideas and knowledge covered in TED Talks, they first needed to comprehend the vehicle that conveyed them, that is, English language. Arin's comments on the shift in her attitude towards learning English in (13-4) demonstrate that making a greater attachment to learning materials facilitates intrinsic motivation persisting longer and results in better performance. In brief, students perceived the listening stimuli for dicto-comp tasks, TED Talks, as entertaining and inspiring learning materials and this played a significant role in keeping students interested, focused, and motivated throughout their writing process, yielding not only their active involvement but better performance also.

4.3.2. Building up Confidence in English Writing

Another benefit of dicto-comp instruction repeatedly reported by students was that it helped overcome their fear of writing in English and consequently facilitated their writing development. According to the results of the post-survey, all of the participants responded “Agree” to the question as to whether their confidence in L2 writing was enhanced through dicto-comp activities. In addition, as for the survey item to elicit students’ perceptions of their current writing ability, 8 out of 9 students replied that they now can write more than two paragraphs in English. This is a substantial change compared to their initial response on the same question in the pre-survey, where 7 out of 9 answered that they were able to produce less than one paragraph. The following excerpts from the interview distinctively show how and in what aspects dicto-comp instruction promoted students’ confidence in English writing.

Excerpt 14. Students’ Reflections: Confidence in English Writing

- (14-1) As for me, this was a completely new type of English class, so I felt overwhelmed by the blank sheet of paper at first. However, **thanks to the teacher’s feedback and dicto-comp activities, I felt like the burden of writing in English decreased gradually.** Also, I became more interested in English and developed self-confidence in using English.

(Yuna’s response in the interview)

- (14-2) **Certainly, I gained confidence in writing.** In the final English exam, there was a question requiring a short composition. When I first saw it, I felt like I would get it wrong for sure, so I almost gave up. But I tried to keep calm and thought **“I’ve done a lot of writing in dicto-comp class, so let’s give it a try.”** Considering the fact that I didn’t give up and kept on trying, I’m sure that my confidence in English writing has improved.

(Boram’s response in the interview)

- (14-3) I was greatly satisfied with this class because I could build up confidence

in writing. At first, when I was given a dicto-comp task, I had an anxiety and fear of writing and thought “How can I write such a long text? What if I write far less than I have to?” But, as the class proceeded, I captured a lot more of the details than before, increasing the quantity of my writing. **In addition, I felt my writing ability developed over the course of this class. So I could write with more confidence.**

(Minsu’s response in the interview)

- (14-4) Having confidence in my writing and developing my own know-how as time passed, I felt much more comfortable in performing dicto-comp tasks. In the earlier periods of class, I had plenty of time left due to lack of my writing and listening ability. **But, later I found myself thinking the time allotted was a little short to write down all I wanted to.**

(Arin’s response in the interview)

Excerpt (14-1) displays that ample writing practice through dicto-comp tasks played a key role in reducing the anxieties Yuna had about writing in English. In the case of Boram depicted in (14-2), it served as a confidence booster as well, so she challenged herself by trying a difficult composition task of her final English test that she would have abandoned otherwise. Minsu’s fear of writing is more vividly articulated in Excerpt (14-3). It seems that the primary source of his anxieties over dicto-comp tasks was his preoccupation with filling up the empty space. Fortunately, however, he came to notice that he could produce a lengthier text as his listening and writing skills improved over time and this resulted in less apprehension and more confidence. Lastly, Arin pointed out in (14-4) that as her confidence in writing grew and she formulated her own repertoire of tactics for dicto-comp tasks, she found her writing experience was turning “lack of ability” into “lack of time.”

As shown in the above excerpts, in the earlier phase of instruction, most of the students were overwhelmed by the burden of reconstructing the content of TED

Talks, primarily due to their lack of confidence in writing. It is no wonder that they experienced a sense of panic and fear when dicto-comp tasks were provided at first, since they had never been exposed to English writing class before. This relates to the finding from the pre-survey that half of the students regarded writing as demanding due to lack of their writing experiences. To put it differently, having immersed themselves in decoding and comprehending reading materials for test preparation, they did not have any chance to get involved in a creative or productive writing process, where they could possibly recognize what works and what does not while experimenting their existing linguistic knowledge. In this sense, it seems that the confidence-boosting effect of the current dicto-comp tasks was derived from the provision of sufficient opportunities for the students to actually write. As is well known, students' affective factors, particularly writing apprehension, substantially influences written outcomes (Faigley, Daly, & Witte, 1981; Lee, 2005; Scott & Rockwell, 1997). Thus, it can be inferred from Excerpt 14 that the development of students' confidence had facilitating effects on both quantity and quality of their collaborative dicto-comp texts.

To summarize, the mechanism behind the synergistic effect of confidence enhancement and writing development seems to operate in the following sequence. First, students' decreased fear of writing brought about more engagement in the writing process, which, in turn, increased the number of words in their text. Such improvement in writing fluency, when combined with corrective feedback from the teacher and peers, led to the production of better quality texts. Ultimately, this sort of fulfilling writing experience made student writers feel better about

themselves, not only increasing their self-efficacy but also further strengthening their confidence.

4.3.3. Increased Awareness of Language Use and Organization

As shown in the previous analysis of group talk, students' recurrent reference to the feedback from writing conferences in performing dicto-comp tasks revealed that they were provided with a great deal of linguistic input and writing strategies not only from their peers and but also from the teacher. This was confirmed by the finding that students' writing quality greatly improved in the post-test. The next question then arises regarding what changes they perceived through the course in their language awareness and writing development as a whole. Excerpt 15 elaborates on students' perception of how dicto-comp activities affected their writing development, particularly in terms of accurate use of language and text organization. Among areas of improvement identified in the excerpts below are grammatical and lexical use, organizational structure, and mechanics.

Excerpt 15. Students' Reflections: Language Awareness & Organization

- (15-1) Through this class, **I could learn the grammar and vocabulary** I did not know. Particularly, by looking at the sample sentences the teacher provided for feedback, I got to know **how to connect my ideas more naturally and how to use collocation properly**, which grammar books never taught me. Also, **I became accustomed to using capitalization** for the first letter of a sentence.

(Somin's response in the interview)

- (15-2) **Dicto-comp tasks helped me distinguish when to use an article**, which

I had no idea about before. In addition, I came to know **how I can write in a more logical and sophisticated way**. Thanks to the teacher's comments, **I could recognize my habit of writing only syntactically simple sentences**.

(Boram's response in the interview)

- (15-3) This class helped me **recognize grammatical structures, make proper word choices and organize a text more systematically**. I feel my writing became more accurate, since now I double check whether I appropriately used **articles, conjunctions, and tense**.

(Dohun's response in the interview)

- (15-4) What I liked about a writing conference was that **I could notice which areas I perceived difficult and where my frequent errors stemmed from**. It was also helpful that the teacher gave me instruction on the grammar elements I didn't know well.

(Noa's response in the interview)

With respect to grammar, six students including Boram and Dohun selected verb tense and articles as the most benefited elements from dicto-comp instruction. Even in the post-survey, either of the two grammatical categories still remained as one of the most difficult areas of all. Particularly, with regard to the use of articles, six students chose it as the most demanding item and three students as the second. What is apparent, however, is that students perceived a notable improvement in both grammatical elements. In the earlier periods of class, students were unaware of the necessity of adding articles before nouns and simply dropped them in most cases. As is well known, articles have rarely been regarded as a target item for grammar questions of English tests in Korean secondary schools. For this reason, though students perceived what articles are, they were not able to properly use them.

In terms of verb tense, they had difficulty in using it consistently and mixed up

the present and past tense without rules. Once these specific areas of need were identified, the teacher encouraged students to draw their attention to their weaknesses, demonstrating possible revisions with relevant explanations. As revealed in Noa's remarks in (15-4), students' noticing their linguistic problems contributed to the decrease in their erroneous use of grammatical elements such as articles and tense.

Regarding lexical use, Somin mentioned that she was aided by the teacher's feedback on collocation, as indicated in (15-1). Since the proficiency of the participants was at or above intermediate level, their lexical errors were mostly derived from inappropriate use of synonyms and collocations that led to awkwardness in nuance, rather than from ignorance of lexical meanings of particular words. It seems that students found it helpful and interesting to learn usage of seemingly similar but different words. Euna's class reflections also pinpointed the efficacy of dicto-comp instruction for grasping subtle differences in lexical meanings and increasing lexical diversity.

The positive effects of dicto-comp tasks on text organization are observed in the excerpts in (15-1) through (15-3). It is noticeable that Somin, Boram, and Dohun characterized the changes in organization of their writings by using the word "*natural*," "*logical*," and "*systematical*." Additionally, it was revealed that dicto-comp instruction greatly helped fix students' peculiar and incorrect writing habits. For instance, there were a couple of students who had their own unique styles of using mechanics such as invariably dropping periods and replacing "*and*" with a comma. Somin reported in (15-1) that she was able to break the habit of

writing the first letter of a sentence in lowercase. In (15-2), Bram also addressed that she identified through the class her preference for simple sentence structures, rather than challenging herself by using syntactically complex ones. After she came to recognize her writing style, she actually put more efforts into pursuing syntactic diversity in her writing. In sum, students perceived that the current dicto-comp instruction helped increase their awareness of language use and organizational structure in their writings.

CHAPTER 5.

CONCLUSION

This chapter concludes the present study by presenting a summary of major findings (Section 5.1) and pedagogical implications (Section 5.2). In addition, possible limitations and suggestions for future research are provided in Section 5.3.

5.1. Summary of Major Findings

The purpose of the current study lied in exploring a) how dicto-comp instruction affected Korean EFL high school students' writing development, b) how their interactional patterns changed over time, and c) how they perceived the efficacy of dicto-comp instruction for improving their writing skills.

In terms of the first research question, students' writing development was analyzed by examining changes in fluency, accuracy, and complexity of dicto-comp texts and pre-post tests, as well as by scoring students' compositions on four writing sections. Regarding the three measures of writing quality, it was revealed that students' fluency greatly increased both in dicto-comp texts and the pre-post tests, while the trade-off effect intervened between accuracy and complexity. The primary reason behind the latter finding was derived from the different writing mechanism of the two writing types. During dicto-comp tasks, students' attentions were naturally drawn to the syntactic structures of the original, which became a primary basis of their reconstruction. As students' listening and writing ability

developed and the quality of scaffolded assistance was raised, their attempts to reflect the complex structures they captured in the joint text increased over time, leading to a substantial rise in complexity measures. However, such improvement in fluency and complexity, in turn, offset the statistical significance of accuracy measures.

In the pre-post tests, the trade-off effect worked in an opposite way. It was evident that the post-test performed individually exerted a greater burden and responsibility on students, since they were caught up in thinking they had to produce a quality writing in the final test. Completely free from the constraints of the original text, this time students prioritized accuracy over complexity, leaving the result of the latter statistically insignificant. Yet, it should be noted at this point that the analyses of dicto-comp texts are meaningful in that they provide insights into students' writing development from a collaborative perspective. Thus, in the light of individual writing growth, it seems reasonable to conclude that dicto-comp instruction had a beneficial impact on students' ability to write more fluently and accurately.

In relation to the four writing components, it was found that there were significant gains in the post-test regarding the areas of task completion, content, organization, and language use. This clearly shows that the positive effects of dicto-comp instruction were extended so far as to enhance students' ability to create a well-organized text with appropriate supporting details. To summarize, the above results concerning the first research question demonstrated that dicto-comp instruction had facilitating effects on student's overall writing performance, in

addition to the improvement in fluency and accuracy measures.

In regard to the second research question, changes in students' collaborative dialogue were investigated to see the effects of writing experiences through dicto-comp instruction on their interactional patterns. The quantitative analysis of students' verbal interaction has led to the following general observations. First, there was a remarkable increase in the total number of episodes units between Time 1 and 4. Second, while social (10.3%) and procedural talk (9.9%) accounted for relatively small proportions in the entire group talks, writing (53.4%) and substantial talk (26.4%) were prevalent throughout the instruction. This implies that students' attentions were directed mostly to recalling the contents of the original and solving grammatical and lexical issues. Third, in terms of proportional changes in the four types of group talk, both procedural and substantive talk decreased overall as the instruction proceeded, whereas writing talk noticeably increased over the same period. Such findings resulted from the fact that the time spent on task management and negotiation of conflicting opinions on the content was cut down, since students become more skilled at performing dicto-comp tasks and grasping the thematic units embedded in TED Talks. Lastly, regarding the inquiry into LREs of writing talk, it was discovered that students resolved most of the LREs identified as a result of their interaction and the most recurrent LREs were form-focused LREs (42.7%), followed by lexis-focused LREs (36.4%), mechanics-focused LREs (14.2%), and discourse-focused LREs (6.7%). Besides, as instruction progressed, the number of correctly resolved LREs rose to 90.4% at Time 4.

When it comes to the qualitative analysis of students' interaction, four salient features were spotted in their collaborative dialogues. First of all, they showed a tendency to apply what they learned from the writing conference to collaborative dicto-comp text, such as avoiding redundant lexis, using appropriate conjunctions, and expressing syntactic diversity. Another characteristic was that they began to display a desire to include their own version of writing in the joint text rather than feeling afraid of sharing the ownership and responsibility. In addition, they developed a repertoire of reconstruction tactics to produce a logical and coherent text by readjusting the sequence of what they heard, inferring or dropping the content, and adding their own concluding remarks. In relation to students' meaning-making efforts, they frequently made a statement "*I wrote a novel.*" The last feature of the students' verbal interaction was that they exhibited goal-setting behaviors regarding the quantity of a dicto-comp text and made the best use of related strategies to achieve the aim.

With respect to the third research question, students' reflections on the efficacy of dicto-comp instruction were explored in a qualitative approach. The participants perceived that the appealing contents of TED Talks not only triggered their intellectual curiosity toward a particular subject but also fueled a desire to improve their English. Additionally, they reported that ample writing experiences through dicto-comp tasks strengthened their confidence in English writing. Finally, they commented that through text reconstruction they increased an awareness of language use and organizational structure, which enabled them to write more accurately and produce a more logical text by effectively using connectors

between prior and coming discourse.

The results of the study clearly revealed that the present dicto-comp instructional model featuring intriguing listening stimuli, peer scaffolding, and customized teacher feedback greatly helped students write more fluently, accurately, and coherently. This was derived from the synergistic effects of students' increased confidence in writing and their raised awareness of language use and text organization, due to constant writing practice through collaborative dicto-comp. Furthermore, this study empirically showed students' positive perceptions of the current dicto-comp instruction with regard to L2 writing development.

5.2. Pedagogical Implications

The findings of the present study summarized above provide convincing evidence to substantiate the efficacy of dicto-comp instruction for Korean EFL high school students' writing development. This apparently offers illuminating insights into improving the current L2 writing instruction practices in Korea. As pointed out by Shim (2009), most of the Korean English teachers she interviewed experienced lack of confidence in writing instruction. Even when dealing with writing in the classrooms, they stuck to conventional ways of teaching writing such as organizing paragraphs into introduction, body, and conclusion, feeling frustrated by lack of agreed-upon strategies and methodology. Given the above challenges and problems of L2 writing instruction, particularly in EFL contexts,

the current writing instructional model holds the following pedagogical implications.

First, dicto-comp instruction shows that writing instruction should proceed in the way that it stimulates students' motivation to write, ultimately leading them to realize the value and enjoyment of writing. In a sense, the most powerful factor that grasped students' interest in dicto-comp tasks lied in the contents of TED Talks. As clearly revealed in students' class reflections, the curiosity-arousing and intriguing writing stimuli brought about not only their active involvement in the dicto-comp activity but also their strong attachment to authorship in jointly written productions. In a typical English writing class, where students are required to write on a presented writing prompt, writing process is normally regarded as a tedious and laborious work they want to avoid. The participants stated that since dicto-comp tasks were guided by the contents of TED talks in the preparation stage, they could enjoy more the process of creating a text in English with the reduced burden of generating what to write. This is in line with Nation's (1991) statement that "it [dicto-comp] reduces the cognitive load of a writing task by preparing the learners well before they do the task" (p. 14). In sum, dicto-comp instruction made students willing to write what they heard, lessening their inhibition toward writing in English.

Second, dicto-comp instruction can be an effective way to develop students' overall writing performance. Central to this study has been the question of whether the present dicto-comp instruction has a positive effect on students L2 writing enhancement. It was found that students' accuracy and fluency improved

significantly as a result of the instructional treatment. As for complexity, although it did not reach statistical significance, its noticeable improvement in dicto-comp texts is meaningful in that students could create more complex syntactical structures with their peers' assistance, trying to keep up with those from the original. Furthermore, writing practice through dicto-comp instruction raised students' awareness of lexical cohesion and organizational structures. As emphasized in Section 2.1, considering the discourse pattern of TED Talks, performing a dicto-comp task inevitably involves organizing what was heard into coherent paragraphs. These findings can be the rationale for implementation of this instructional model in either regular curriculum or extra-curricular courses.

Lastly, dicto-comp instruction might help in-service teachers to obtain a picture of how to incorporate authentic materials such as TED Talks into writing instruction. It has been observed that many other English teachers perceive TED Talks as a useful instructional material. However, the researcher was told many times that faced with challenges such as a large class size and time constraints, they had difficulty in devoting their interests and efforts to developing additional teaching materials related to TED Talks. In this regard, the present dicto-comp instructional model can serve as a guideline when they attempt to start writing instruction. Moreover, the materials for dicto-comp instruction can be easily adapted to different classroom settings due to the topical diversity of TED Talks. The researcher indeed shared the PPT templates and worksheets with other teachers' communities of practice so that they could add another to their repertoire of teaching methods.

5.3. Suggestions for Further Study

Though the present study revealed the facilitating effects of dicto-comp instruction on L2 writing development, there remain a couple of questions to be explored in future studies. First, since the number of the participants was small and their L2 proficiency was at or above intermediate level, the results of this study might not be generalizable to other Korean high school contexts. Additional longitudinal data are also needed to determine the ultimate direction of changes in fluency, accuracy, and complexity. If this instruction is designed for a longer period of time, it is highly anticipated that statistical significance can be achieved in an area of complexity as well in the post-test. Thus, further research should be directed at determining, in a longitudinal experimental design, whether the positive effects of dicto-comp instruction can be extended to a greater number of students with a range of L2 proficiency.

Another point that needs further investigation is concerning the factors intervening students' interactional process such as learning styles, personality traits, and relationship with group members (Kuiken & Vedder, 2002a; Storch, 2011). Since the present dicto-comp instruction features group collaboration, students who prefer to work individually might be left as a passive observer. In addition, as Malmqvist (2005) asserts, the frequency and outcome of LREs can be greatly influenced by whether students are extroverted or introverted. Lastly, the participants might undergo subtle emotional conflicts with their group members due to their different approaches to performing a dicto-comp task. In this respect,

to reach a more complete understanding of students' interaction, subsequent studies need to take into account all possible factors that can affect group dynamics and ultimately the quality of writing performance.

Notwithstanding these unresolved questions, it is to be hoped that the findings of this study will shed light on developing a writing class model in the Korean EFL context that promotes students' confidence and motivation, builds language awareness, develops cooperative learning, and thereby enhances their writing accuracy and fluency.

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APPENDICES

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APPENDIX 1. Research Consent Form

안녕하세요? ○○○고 영어교사 허현주입니다. 본 연구는 연구자 허현주의 서울대학교 영어교육과 석사논문의 일환으로 실시되며, 연구참여자의 이해를 돕고 동의를 얻고자 연구에 관한 개괄적인 목적과 내용을 안내하오니 꼼꼼히 잘 읽어 주시기 바랍니다. 이 연구는 자발적으로 참여 의사를 밝히신 분에 한하여 수행 될 것이며, 귀하께서는 참여 의사를 결정하기 전에 본 연구가 왜 수행되는지 그리고 연구의 내용이 무엇과 관련 있는지 이해하는 것이 중요합니다. 다음 내용을 신중히 읽어보신 후 참여 의사를 밝혀 주시길 바라며, 연구에 관한 질문이 있으시면 언제든지 하단에 기재된 연락처로 제게 연락해 주시기 바랍니다.

1. 연구과제명 : 상호협력 디토크프(Dicto-comp) 수업을 통한 한국 고등학교 학생들의 영어 쓰기 발달: 결과, 과정, 인식을 중심으로

2. 연구책임자명 : 허현주 (서울대학교 영어교육과 석사과정)

3. 연구목적

이 연구는 최근 실제적 영어학습 자료로 각광을 받고 있는 테드 강연(TED Talks)을 활용한 상호협력 디토크프 (학생들이 테드 강연을 듣고 받아 적은 키워드를 이용해 내용을 자신의 말로 다시 재조직하는 활동) 수업이 한국 고등학교 학습자의 영어 쓰기 발달에 어떠한 영향을 미치는지를 세 가지 측면 즉, 학생들의 쓰기 결과물과 학생들이 들은 내용을 재구성하는 상호과정 그리고 설문 조사 및 인터뷰를 통한 학생들의 인식을 면밀히 살펴봄으로써 알아보고자 합니다. 흥미 있는 주제에 대한 강연을 듣고 그 내용을 재구성하는 과정을 통해 연구 참여자들의 영어듣기 및 쓰기 실력이 크게 향상될 것이라 기대합니다.

4. 연구대상 및 기간

연구참여자는 영어 성적 중상위권 학생 9명을 대상으로 하며, 총 12번의 수업(1시간 40분씩)을 일주일에 한번씩 대략 3달동안 진행할 예정입니다.

5. 연구과정

연구참여자는 테드 강연을 듣고 내용을 유추해 보는 듣기 전 활동을 할 것이며, 총 3번의 듣기 활동을 통해 강연의 키워드와 중요 내용을 간략하게 적습니다. 먼저 혼자 스스로 받아 적은 키워드를 통해 전체 텍스트를 재조직하는 과정을 거친 다음에, 조별로 모여 자신의 쓴 내용을 바탕으로 하나의 완성된 글을 만들어냅니다. 이 과정에서 학생들이 조원들과 나누는 대화를 녹음하게 됩니다. 학생들은 조별로 자신이 쓴 글을 발표하고, 연구자는 학생들의 글에 대해 피드백을 해 줍니다. 연구 기간 중에 연구자는 디토컴프 활동의 유용성을 살펴보기 위해 학생들의 영어 학습과정에 대한 인터뷰를 진행할 것이며, 이 과정 또한 녹음될 것입니다. 모든 연구절차는 어떠한 경우여라도 연구 윤리에 어긋남이 없이 진행될 것이며, 또한 학생들의 학습효과를 극대화하는 방향으로 실시될 것입니다.

6. 개인정보 비밀 보장

이 연구에 참여하는 모든 이의 이름은 가명으로 처리되며, 본 연구 이외의 어떠한 목적으로도 수집된 자료를 활용하지 않습니다.

7. 연구자 연락처

이메일 : h****@snu.ac.kr

전화번호 : 010-****-****

나는 이 설명서를 읽었으며, 이 연구에 참여하는 것에 대하여 자발적으로 동의합니다. 또한, 연구에서 얻어진 나에 대한 정보를 연구 윤리가 허용하는 범위 내에서 연구자가 수집하고 처리하는데 동의합니다.

연구참여자 성명	서 명	날짜 (년/월/일)
법정대리인 성명	서 명	날짜 (년/월/일)

APPENDIX 2. Survey Questions

PRE-SURVEY

This questionnaire is designed to examine your experiences and opinions regarding English learning. It is guaranteed that your responses will be kept strictly confidential and used exclusively for research purpose.

- 1.** Have you listened to TED Talks before?
- ① Yes ② No
- 2.** Are you interested in English?
- ① Very interested ② Interested
③ Neutral ④ Somewhat uninterested
⑤ Not interested at all
- 3.** What is your purpose of learning English? (Select all that apply)
- ① To enter the university you want to go to
② To get a job you want
③ To communicate with foreigners
④ To learn cultures of English speaking countries
⑤ Due to your pure interest in English
⑥ Others ()
- 4.** How do you normally study English out of class?
- ① Go to a private institute ② Take tutoring lessons
③ Self-study ④ Take Internet courses
⑤ Others ()
- 5.** How many hours a week do you study English in a private institute or at home?
- ① Less than 3 hours ② 3 to 5 hours
③ 5 to 7 hours ④ 7 to 9 hours
⑤ More than 9 hours
- 6.** Which part of English do you focus on when you study English? (Select all that apply)
- ① Grammar ② Reading
③ Listening ④ Speaking
⑤ Writing ⑥ Vocabulary

7. Have you ever taken any English writing classes before? If so, for how long?
① Yes [] year(s) [] month(s) ② No (To question number 10)

8. In the class, what type of writing was taught?
① Completing a sentence by arranging given words into the right order
② Translating Korean sentences into English
③ Making adaptations to the short writing sample
④ Writing a paragraph on a given topic
⑤ Describing a set of pictures
⑥ Summarizing a text after listening or reading
⑦ Writing an essay comprised of introduction, body, and conclusion
⑧ Others ()

9. Have you ever engaged in collaborative writing in a small group?
① Yes ② No

10. Have you ever received teacher feedback on your writing?
① Yes ② No

11. Which of the followings do you think best describes your current writing ability?
① I can write more than three paragraphs.
② I can write three paragraphs.
③ I can write two paragraphs.
④ I can write a paragraph with five to seven sentences.
⑤ I can write more or less three sentences.
⑥ I can barely write one sentence.

12. Please rank the following four skills of English by numbering 1 to 4 in order where 1 is the item you feel most confident in and 4 is the one you feel least confident in.
Listening [] Speaking [] Reading [] Writing []

13. Why do you feel writing in English is hard for you? (Please select the TOP TWO items)
① Lack of vocabulary ② Lack of grammatical knowledge
③ Little to write about a theme ④ No idea of how to organize a text
⑤ Absence of writing instruction ⑥ Insufficient writing experiences
⑦ Others ()

POST-SURVEY

This questionnaire is created to find out your perceptions of dicto-comp instruction and reflections on your writing experiences throughout the course. Please answer the questions honestly.

✓ **Tick the appropriate number.**

(1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5= Strongly Agree)

- | | | | | | |
|--|---|---|---|---|---|
| 1. I think TED Talks are effective and intriguing learning materials. | 1 | 2 | 3 | 4 | 5 |
| 2. I think working collaboratively is effective in learning L2 writing. | 1 | 2 | 3 | 4 | 5 |
| 3. I actively participated in the collaborative writing process. | 1 | 2 | 3 | 4 | 5 |
| 4. Dicto-comp tasks were helpful in improving my listening skills. | 1 | 2 | 3 | 4 | 5 |
| 5. Dicto-comp tasks were helpful in improving my writing skills. | 1 | 2 | 3 | 4 | 5 |
| 6. Through this class, my confidence in English listening has improved. | 1 | 2 | 3 | 4 | 5 |
| 7. Through this class, my confidence in English writing has improved. | 1 | 2 | 3 | 4 | 5 |
| 8. I think English writing instruction is needed for high school students. | 1 | 2 | 3 | 4 | 5 |
| 9. I think my writing fluency developed after instruction. | 1 | 2 | 3 | 4 | 5 |
| 10. I think my writing accuracy developed after instruction. | 1 | 2 | 3 | 4 | 5 |
| 11. I think my writing complexity developed after instruction. | 1 | 2 | 3 | 4 | 5 |
| 12. I tried to reflect teacher feedback in the next dicto-comp text. | 1 | 2 | 3 | 4 | 5 |
| 13. I think sentence writing assignment was helpful for dicto-comp tasks. | 1 | 2 | 3 | 4 | 5 |

14. Which of the following do you think best describes your current writing ability?

- ① I can write more than three paragraphs.
- ② I can write three paragraphs.
- ③ I can write two paragraphs.
- ④ I can write a paragraph with five to seven sentences.
- ⑤ I can write more or less three sentences.
- ⑥ I can barely write one sentence.

15. In which area, did you gain the greatest help from collaborative writing?

- | | |
|----------------------------|-----------------------------------|
| ① Vocabulary | ② Grammatical structures |
| ③ Content | ④ Organization |
| ⑤ Spelling and punctuation | ⑥ Others () |

16. Please rate the following grammatical items in order of difficulty where 1 is the most difficult and 8 is the least difficult.

- | | |
|--------------------------|-----------|
| • Subject-verb agreement | [] |
| • Word order | [] |
| • Tense | [] |
| • Articles | [] |
| • Verb forms | [] |
| • Connectors | [] |
| • Prepositions | [] |
| • Relatives | [] |

17. What did you like about collaborative writing, compared to individual writing?

18. What was the most challenging part when you worked on collaborative writing?

19. In what aspects do you think teacher feedback from the writing conference was helpful?

20. If this class exerted positive effects on improving your L2 writing ability and building up your confidence in writing, please elaborate on how it worked in what specific areas. (e.g., vocabulary, grammar, content, organization, mechanics)

APPENDIX 3. Interview Questions

1. TED Talks

- What did you like most about using TED Talks in the present dicto-comp instruction? Will you continue to listen to TED Talks after the instruction finishes?
- When you missed a certain part of the talk, what clues did you normally draw on to infer the meaning? (e.g., intonation, gestures, audience's response, vocabulary captions, PPT slides inserted in the video)
- You might have had many cases where you certainly heard some words or phrases, but were not sure from which context they came from. In this situation, did you drop them or did you try to put them into the contextual flow anyhow?

2. Collaborative Writing

- When there were conflicting opinions among group members during the writing process, how was the situation settled?
- How much time and effort did your group dedicate to planning and revising?
- Do you think each group member equally contributed to producing dicto-comp output? Did you notice any changes over time in group dynamics?

3. Teacher Feedback

- What were the areas that received teacher feedback the most frequently? To what extent did you put conscious efforts to reflect the feedback in your next writing?

4. Class Evaluation

- The purpose of dicto-comp tasks lied in reconstructing the original text, not writing about your thoughts on a certain topic. It is an essential part of writing to connect ideas in a logical and coherent manner. Do you think dicto-comp can also help students learn how to organize a text?
- What do you think are the benefits of dicto-comp tasks, compared to other writing tasks such as composing a short essay on a given topic?
- How do you feel about writing in English? Do you think your writing practice through dicto-comp tasks aided in reducing your anxiety of English writing?
- Tell me any thoughts you have regarding your writing experience in this class. (e.g., what you really liked about class, some areas of class that needs to be improved, beneficial effects of dicto-comp instruction for language learning and L2writing development, changes in your attitudes toward English writing)

APPENDIX 4. Sentence Writing Practice Worksheet

SENTENCE WRITING PRACTICE WORKSHEET 8

DATE :

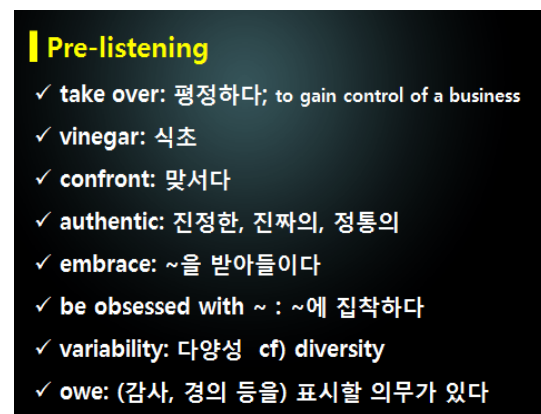
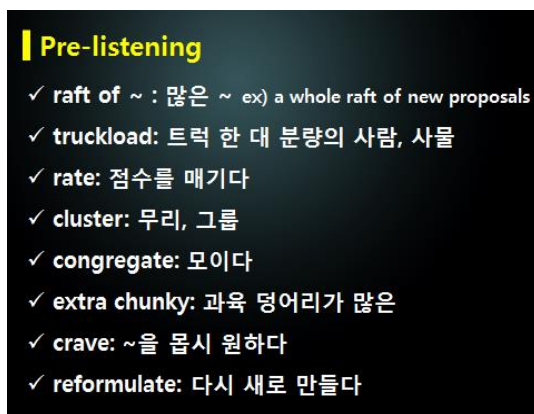
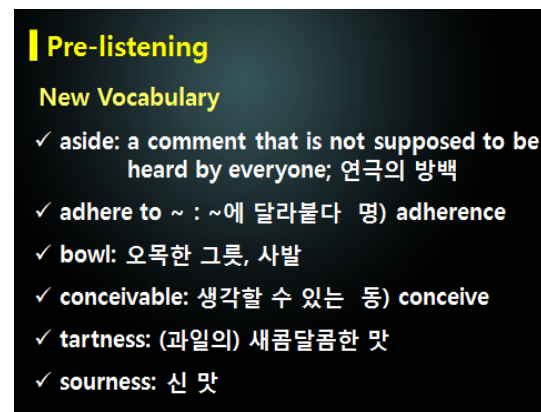
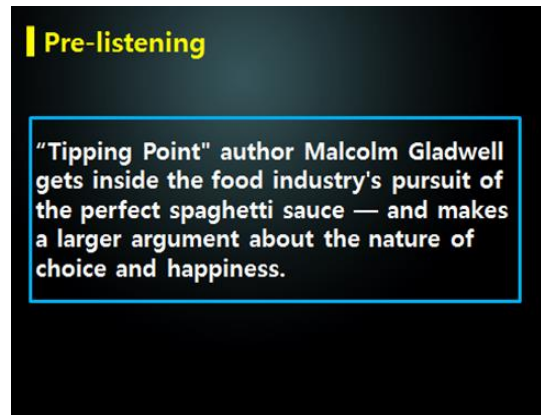
NAME :

▪ Translate the following sentence into English.

1	피곤해서/ 나는/ 쉬었다./ 휴식을/ 집에서/ 하루 종일
2	여행하다가/ 유럽을/ 그는/ 잃어버렸다./ 그의 카메라를
3	끝내고/ 그들의 숙제를/ 그들은/ 나갔다./ 저녁을 먹으러
4	내 남동생은/ 치고 있다./ 피아노를/ 노래를 부르며/ 크게
5	그 새는/ 날아가 버렸다./ 그것의 다리가/ 부러진 채
6	충격을 받아서/ 그 소식에/ 우리는/ 잠을 잘 수 없었다./ 어젯밤에
7	속아서/ 너무 자주/ 나는/ 좀처럼 믿지 않는다./ 다른 사람을
8	날씨가 좋아서/ 우리는/ 결정했다./ 오르기로/ 정상까지/ 그 산의
9	판단하건대/ 내 경험으로/ 급격한/ 다이어트는/ 좋지 않다./ 건강에
10	지어졌지만/ 15세기에/ 그 건물은/ 있다./ 아직도/ 양호한 상태에

1	※분사 구문 사용 1) take a rest: 휴식을 취하다 2) all day long: 하루 종일
2	3) travel around: 여행하고 다니다
3	4) go out for dinner: 저녁 먹으러 나가다
4	5) 크게: out loud
5	6) fly away: 날아가 버리다 7) with+목적어+분사: ~을 ...한 채
6	8) be shocked at ~: ~에 충격을 받다
7	9) deceive: 속이다 10) seldom: 좀처럼 ~ 않다
8	※주절과 부사절의 주어가 다른 경우, 주어를 생략하지 않음
9	※부사절의 주어가 일반인인 경우에는 주어가 일치하지 않아도 생략함 11) judging from ~: ~로 판단하건대
10	※분사가 주절보다 앞선 시제일 경우 완료형 분사구문 (having+p.p)을 사용함 12) be in good condition: 좋은 상태이다, 온전하다

APPENDIX 5. PowerPoint Slides Sample



Background Knowledge Build-up

Howard Moskowitz (하워드 모스코위츠)



- CEO of i-Novation Inc
- President of Moskowitz Jacobs Inc., a firm he founded in 1981
- Best known for the detailed study he made of the types of spaghetti sauce

Background Knowledge Build-up

Campbell's soup



Background Knowledge Build-up

Andy Warhol



Background Knowledge Build-up

Prego vs Ragu: Pasta sauce brand



Background Knowledge Build-up

Prego vs Ragu: Pasta sauce brand



While-listening

1st Listening : 전체적인 내용 이해

Q1: Why does Malcolm think Prego is a better tomato sauce than Ragu?

Q2: What did Howard do to help Prego that was struggling in the market?

While-listening

1st Listening : 전체적인 내용 이해

Q3: Analyzing the data on spaghetti sauce, Howard realized all Americans fall into one of three groups. Name those groups.

Q4: The new type of spaghetti sauce Howard invented became a big hit in the market. Why and how?

While-listening

1st Listening : 전체적인 내용 이해

He made two contributions to the food industry, changing the practices and beliefs it has stick to.

Q5: What are the two contributions?

Q6: What is the most beautiful lesson of Howard?

While-listening

1st Listening : 전체적인 내용 이해

개별 및 조별 글 쓸 때 반드시 “여기부터 시작입니다/ 끝입니다” 에 속한 부분만 작성합니다. 이 부분은 더 집중해서 들으세요!

1st Listening : 전체적인 내용 이해

While-listening

1st Listening : 전체적인 내용 이해

Q1: Why does Malcolm think Prego is a better tomato sauce than Ragù?



While-listening

Q2: What did Howard do to help Prego that was struggling in the market?



2nd Listening : 키워드 받아 적기

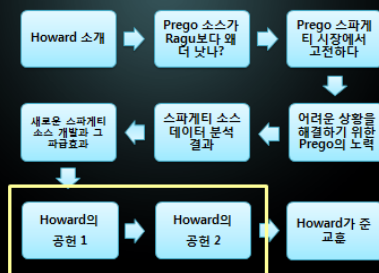
단어 하나하나를 열거해 쓰지 말고 머리 속에 내용을 그려가며 적어도 의미 단위 별로 3-4단어 묶어서 써보기!

While-listening

3rd Listening : 내용 순서, 문장구조, 어휘 유의해서 다시 한 번 듣기

This is the **last chance** to listen!

IDEA MAPPING



While-listening

Reconstruction: 들은 내용 재조직하기

1. 개별 글쓰기 (15 min)
2. 조별 글쓰기 (30 min)

- Point 1 원문장의 내용을 그 의미에 맞게 최대한 충실히 쓴다. (요약과 혼동하지 말자)
- Point 2 최대한 문법적으로 올바른 문장을 쓴다.
- Point 3 원문장을 그대로 베끼기보다 원문과 같은 의미를 지닌 문장을 자신의 말로 표현한다.

TIMER



Post-listening

Presentation & Feedback

1. Script 받기 (subtitle)
2. 영작 숙제, 개별/조별 글쓰기 제출
3. 개인별 writing 컨퍼런스 시간 확인하기
4. 영작 숙제 주의사항 - 가이드 참고하기
5. 자기 자리 깨끗이 정리

APPENDIX 6. Students' Collaborative Dicto-comp Sample

#12 Choice, happiness and spaghetti sauce
Nov. 20, 2014

Collaborative Writing Worksheet

Group No: 19, 32, 35 Scribe Name: _____

- ◆ Co-construct the talk with your group members using shared resources such as individual notes and writings.

Excellent :-)

What Howard did ^{was} changing ^{the} consumers' fundamental idea about tastes making them happy. For years ^{and years} Ragu and Prego congregated the focus group's spaghetti sauce consumption tendency ~~used~~ to find out what people wanted to eat. The companies asked people what they wanted ^{saying} "Tell us what you want". Even though ^{in their deep hearts}, they wanted the extra chunky sauce, no one ever said they wanted that.

A2 Howard ^{loves} wanted to say "The ^{the} mind ^{doesn't} know what ^{the} tongue wants". Although ~~they~~ realized ~~their~~ taste, we cannot explain what we want" Howard ^{that} ^{always}

Another thing Howard did ^{is} was confronting traditional plastic dish. ^{The} Food industry ^{at the time of} always stuck to the only one perfect way to make a dish. In ^{in terms of spaghetti sauce} 1970s, Italian's traditional sauce was ^{tomato} authentic. So Ragu adopted the taste of that and ^{negotiated} they dominated the market. It was thin, had no visible solid and tended to ^{Grown!} sink down ^{the} bottom of ^{the} pasta. Why we were attached to that? ^{Wow!} Because it was culturally authentic. However, Howard claimed ^{for} Prego ^{should} to embrace the ^{taste} diversity of ^{extra people} people happy. * 2014 Feb (1001 2014/2/11)

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APPENDIX 7. Handout for Review

TED TALK #7
10/14/2014

How great leaders inspire action

By Simon Sinek¹⁾

1. Script

About three and a half years ago I made a discovery. And this discovery **profoundly** changed my view on how I thought the world worked, and it even profoundly changed the way in which I **operate** in it. As it turns out, there's a pattern. As it turns out, all the great and inspiring leaders and organizations in the world, they all think, act and communicate the exact same way. And it's the complete opposite to everyone else. All I did was **codify** it, and it's probably the world's simplest idea. I call it the golden circle.

Why? How? What? This little idea explains why some organizations and some leaders are able to inspire where others aren't. Let me define the terms really quickly. Every single person, every single organization on the planet knows what they do, 100 percent. Some know how they do it. But very, very few people or organizations know why they do what they do. And by "why" I don't mean "to make a profit." That's a result. It's always a result. By "why," I mean: What's your purpose? What's your **cause**? What's your belief? Why does your organization exist? Why do you get out of bed in the morning? And why should anyone care? Well, as a result, the way we think, the way we act, the way we communicate is from the outside in. It's obvious. We go from the clearest thing to the **fuzziest** thing. But the inspired leaders and the inspired organizations -- regardless of their size, regardless of their industry -- all think, act and communicate from the inside out.

♪♪♪²⁾ Let me give you an example. I use Apple because they're easy to understand and everybody gets it. If Apple were like everyone else, a marketing message from them might sound like this: "We make great computers. They're beautifully designed, simple to use and user friendly. Want to buy one?" "Meh." And that's how most of us communicate. That's how most marketing is done, that's how most sales is done and that's how most of us communicate interpersonally. We say what we do, we say how we're different or how we're better and we expect some sort of a behavior, a

¹⁾ Simon Sinek is a leadership expert who explores how leaders can inspire cooperation, trust and change. He's the author of the classic "Start With Why"; his latest book is "Leaders Eat Last."

²⁾ ♪♪♪ indicates the part that should be reconstructed in this talk.

purchase, a vote, something like that. Here's our new car: It gets great gas mileage, it has leather seats, buy our car. But it's **uninspiring**.

Here's how Apple actually communicates. "Everything we do, we believe in challenging the **status quo**. We believe in thinking differently. The way we challenge the status quo is by making our products beautifully designed, simple to use and user friendly. We just happen to make great computers. Want to buy one?" Totally different right? You're ready to buy a computer from me. All I did was **reverse** the order of the information. What it proves to us is that people don't buy what you do; people buy why you do it.

This explains why every single person in this room is perfectly comfortable buying a computer from Apple. But we're also perfectly comfortable buying an MP3 player from Apple, or a phone from Apple, or a DVR from Apple. But, as I said before, Apple's just a computer company. There's nothing that distinguishes them **structurally** from any of their competitors. Their competitors are all equally **qualified** to make all of these products. In fact, they tried. Dell came out with MP3 players and PDAs, and they make great quality products, and they can make perfectly well-designed products -- and nobody bought one. ♪♪

In fact, talking about it now, we can't even imagine buying an MP3 player from Dell. Why would you buy an MP3 player from a computer company? But we do it every day. People don't buy what you do; they buy why you do it. The goal is not to do business with everybody who needs what you have. The goal is to do business with people who believe what you believe.

2. Key Expressions

- ✓ **profoundly**: 깊이, 크게 형) **profound**
- ✓ **operate**: 작동하다, 일하다
- ✓ **codify**: 체계적으로 정리하다
- ✓ **cause**: 대의 명분 ex) work for a good cause
- ✓ **fuzzy**: 분명치 않은, 희미한 <-> clear
- ✓ **uninspiring**: 흥미롭지 못한
- ✓ **status quo**: 현상(現像); the situation as it is now
ex) conservatives who want to maintain the status quo
- ✓ **reverse**: 거꾸로 하다
- ✓ **structurally**: 구조적으로
- ✓ **qualified**: 자격을 갖춘

APPENDIX 8. Scoring Rubric

Score	Task completion	Content	Organization	Language Use
	<ul style="list-style-type: none"> - Narrative with more than 200 words - Effectively addresses the writing topic and task with the given conditions 	<ul style="list-style-type: none"> - Provides adequate and appropriate explanations/exemplifications/details to support a thesis or illustrate ideas - In-depth discussions of the main idea 	<ul style="list-style-type: none"> - Clear topic sentence - Clear supporting details - Clear concluding sentence - Unity, coherence, and progression - Effective use of transition words 	<ul style="list-style-type: none"> - Used only English and appropriate vocabulary - Variety in sentence structures - Few grammar errors - Few errors in spelling
5	The writer completely addresses the assigned writing topic and task.	The writer provides relevant content that is complete, concrete, and thoroughly developed.	The writer develops a complete organizational structure, including an effective introduction, body, and conclusion. Connection of ideas is clear and logical.	Few grammar or spelling errors are evident. Vocabulary usage is generally controlled and ideas are expressed clearly.
4	The writer makes a reasonable, mostly complete, attempt to address the writing topic and task.	The writer provides relevant content that is mostly complete.	The writer develops a mostly complete organizational structure, including an introduction, body, and conclusion. Connections of ideas may be mostly clear and logical, though it may contain occasional redundancy or digression.	Some grammar and spelling errors are evident, but they do not distract from the writer's message. Vocabulary usage is mostly correct, although some words may be misused.
3	The writer makes a reasonable, but incomplete, attempt to address the writing topic and task.	The writer provides some relevant content, but it may be incomplete or undeveloped.	The writer develops an incomplete organizational structure that may include a weak introduction, body, and conclusion. Connection of ideas may be unclear and illogical.	Some grammar and spelling errors may affect communication of the writer's message. Some control of vocabulary usage is evident, although errors may affect communication of the writer's message.
2	The writer makes a poor, incomplete attempt to address the writing topic and task.	The writer attempts to provide relevant content, but it may be irrelevant, undeveloped, and incomplete.	The writer attempts to develop an organizational structure, but it is inadequate and incomplete. Connection of ideas is not evident or logical.	Numerous errors in grammar, spelling, and vocabulary usage negatively affect the communication of the writer's message.
1	The writer fails to address the writing task.	The writer fails to provide any content that is relevant or complete.	The writer fails to develop a meaningful organizational structure or logical connection of ideas.	Serious and pervasive errors in grammar, spelling, and vocabulary usage significantly impair communication of the writer's message.

APPENDIX 9. Excerpts of Language-related Episodes

A. Lexis-focus LREs *Episodes where students discuss semantic issues related to lexical meanings or choice.*

Dohun: Adam's way? Adam's process?
 Junseo: What about Adam's theory?
 Dohun: It seems that "theory" went too far.
 Junseo: "Hypothesis?" It doesn't sound fit, either.
 Minsu: Let's just go for "theory." I wrote it, too.
 Dohun: Did you? Okay, let's take "theory."

B. Form-focus LREs *Episodes where students discuss morphology and syntax issues such as word forms, sentence structures, and word order*

Yuna: "My house which can change my life..."
 Somin: But, her life was already changed here, so what about writing "which changed my life"? Does it violate tense agreement, then?
 Noa: Write "have changed" then.
 Somin: That's great!
 Noa: It's not "have changed" but "has changed."
 Somin: Okay!

C. Mechanics-focus LREs *Episodes where students discuss orthographic issues related to capitalization, spelling, and punctuation*

Euna: Is the spelling of "chunky" correct?
 Boram: "C.h.u.n.k.y" Just "k.y"
 Euna: Isn't it "c.h.u.n.c.k.y"? You mean no "c" here?
 Boram: Right! Just "k.y"
 Arin: (pronouncing it as [ʧʌŋki], not [ʧʌŋki]) "Chunky" hahaha

D. Discourse-focus LREs *Episodes where students discuss organizational structure of the text such as linking ideas using conjunctions*

Dohun: Now we move on to write about Marx's concept. What about connecting this sentence with "on the other hand"?
 Junseo: "However"
 Dohun: Mmm... It doesn't seem quite right... Sounds too extreme.
 Junseo: Does it? They have little difference in meaning.
 Minsu: Since we're contrasting the two theories, I think both of them will do.

국 문 초 록

본 연구에서는 사회문화적 이론(Vygotsky, 1978), 의미 중심 형태 교수법(Long, 1991), 출력 가설(Swain, 1985)을 이론적 기반으로 하여, 학생들의 제2언어학습과 쓰기 발달을 촉진시키기 위해 동료 상호작용과 맞춤형 개별 교사 피드백을 특징으로 하는 딕토컴프(dicto-comp) 수업을 고안했다. 이를 통해, 본 딕토컴프 수업 모형이 학생들의 쓰기 발달에 어떠한 영향을 미치고, 학생들의 상호작용 패턴이 시간에 따라 어떻게 변화하는지, 마지막으로 학생들이 이 수업의 효용성에 대해 어떻게 인지하는지를 알아보고자 한다.

총 9명의 고등학교 2학년 학생들이 세 개 그룹을 나뉘어 한 학기 동안 12번의 딕토컴프 과제를 수행했다. 세 가지 연구문제를 탐색하기 위한 자료로 가) 학생들의 딕토컴프 결과물과 사전사후평가, 나) 전사된 상호협력 대화, 다) 사전사후 설문지와 인터뷰를 활용했다. 딕토컴프 수업이 학생들의 쓰기 발달에 미치는 영향을 알아보기 위해, 딕토컴프 결과물과 사전사후평가를 유창성, 정확성, 복잡성의 측면에서 양적으로 살펴보았다. 더불어 사전사후평가의 네 가지 쓰기 영역별 점수 결과도 분석하였다. 또한, 학생들의 쓰기 과정을 양적, 질적으로 고찰하기 위해, 학생들의 그룹 활동 대화를 엔비보(NVivo 10.0) 프로그램을 이용하여 에피소드 단위(episode unit) 유형으로 분류했다. 딕토컴프 수업에 대한 학생들의 인식도 이와 유사한 방식으로 설문지의 양적 데이터와 인터뷰의 질적 데이터를 활용하여 분석하였다.

본 연구 분석 결과는 다음과 같다. 첫째, 딕토컴프 결과물과 사전사후평가지 두 경우 모두 학생들의 유창성이 크게 증가했음을 보여주었고, 정확성과 복잡성 사이에서는 상쇄효과(trade-off effect)가 나타났다. 그러나, 그 효과가 정반대로

작용했다. 즉, 디토크프 결과물에서는 복잡성이 유의미한 향상을 보이고 정확성은 그렇지 않은 데 반해, 사전사후평가지에서는 이와 반대로 정확성이 유의미한 향상을 보이고, 복잡성은 유의미한 향상을 보여주지 않았다. 쓰기의 네 가지 영역, 과제수행, 내용, 구성, 언어 사용의 점수는 사전평가에 비해 사후평가에서 큰 향상을 보였다.

둘째, 학생들의 그룹 대화의 양적 분석 결과, 초기 3차시와 마지막 3차시 사이에 에피소드 단위의 총 수가 현저히 늘어났음을 보여주었다. 그리고 쓰기 관련 대화와 내용관련 대화가 수업 중 가장 자주 등장한 것으로 나타났다. 또한, 과제절차관련 대화와 내용관련 대화가 전반적으로 감소한 반면, 쓰기 관련대화는 수업이 진행되는 동안 눈에 띄게 증가했다. 언어관련에피소드(language-related episodes) 측면에서는, 대부분의 언어관련에피소드가 학생들의 상호작용의 결과로 해결되었으며, 가장 빈번하게 나타난 에피소드는 언어 형태와 관련된 것이었고 어휘관련, 철자 및 구두점관련, 담화관련 에피소드가 그 뒤를 이었다. 바르게 해결된 언어관련에피소드 역시 마지막 3차시에 전체 에피소드의 90 퍼센트 이상을 차지하며 크게 상승했다. 마지막으로 학생들의 상호작용에 대한 질적 분석의 결과 네 가지 눈에 띄는 특징들이 포착되었는데, 학생들은 쓰기 컨퍼런스 시 받았던 피드백을 적극적으로 반영하려고 했으며, 자신이 쓴 글을 상호협력 디토크프에 쓰고 싶어하는 경향을 보였고, 수업이 진행될수록 테드 강연 내용의 의미를 정확하게 파악하고자 자신만의 전략을 만들어 냈다. 또한, 글의 양에 대한 목표를 설정해두고 거기에 부합하려는 태도를 보였다.

셋째, 인터뷰에서 실험참여학생들은 테드 강연의 흥미 있는 내용이 특정 주제에 관한 자신들의 지적 호기심뿐만 아니라 영어를 향상시키고 싶다는 바람을 촉발시켰으며, 디토크프를 통한 충분한 글쓰기 기회가 영어 쓰기에 대한 자신감을

갖게 하고 언어 사용과 글의 구조에 대한 인식을 높여 주었다고 응답했다.

위에 기술된 연구 결과들은 흥미 있는 듣기 자료와 동료 스캐폴딩, 개별 맞춤식 교사 피드백을 특징으로 하는 본 디토크мп 수업 모델이 한국 고등학교 학생들을 더 유창하고 정확하며 일관성 있는 텍스트를 쓰도록 하는 데 도움이 된다는 것을 실증적으로 보여주었다. 마지막으로, 본 연구 결과가 한국의 영어 학습 환경에 적합한 쓰기 교수방법론의 개발에 조금이나마 보탬이 되기를 기대해본다.

주요어: 디토크мп, 협력 쓰기, 테드 강연, 동료 상호작용, 언어관련에피소드,

제2언어 쓰기 발달

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